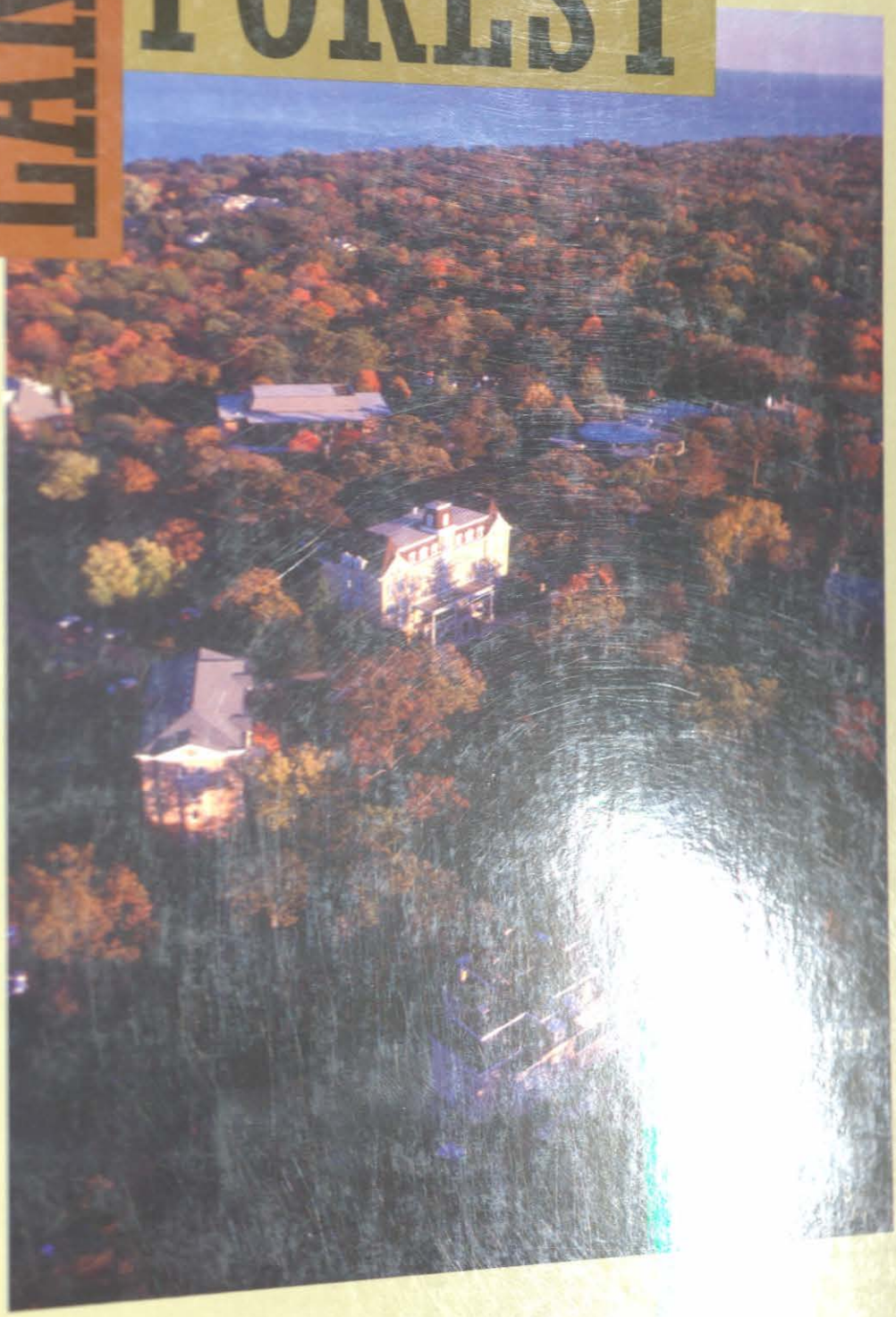
LAKE FOREST



LAKE FOREST COLLEGE CALENDAR

FALL SEMESTER 2001

Wednesday	August	29	Registration
Thursday	August	30	First day of classes
Monday	September	3	Labor Day (classes held)
Wednesday	September	12	Last day for permissible change of registration, last day to register for credit/D/fail option
Wednesday	October	10	Warning grade reports due
Sat–Tue	October	20-23	Mid-semester break
Friday	November	2	Last day for approved withdrawal from a course with an automatic "W"
Thur–Sun	November	22-25	Thanksgiving break
Tuesday	December	11	Last day of classes
Wed–Thur	December	12-13	Reading days
Fri–Sat	December	14-15	Final exams
Sunday	December	16	Reading day
Mon–Wed	December	17-19	Final exams
Thursday	December	20-	
Sunday	January	13	Winter break*

SPRING SEMESTER 2002

Monday	January	14	Registration
Tuesday	January	15	First day of classes
Monday	January	28	Last day for permissible change of registration, last day to register for credit/D/fail option
Monday	February	25	Warning grade reports due
Sat–Sun	March	9-17	Mid-semester break**
Monday	March	25	Last day for approved withdrawal from a course with an automatic "W"
Tuesday	April	9	Student Symposium
Tuesday	April	30	Last day of classes
Wed–Thur	May	1-2	Reading days
Fri–Sat	May	3-4	Final exams
Sunday	May	5	Reading day
Mon–Wed	May	6-8	Final exams
Saturday	May	11	Commencement

FALL SEMESTER 2002 (Tentative)

Wednesday	August	28	Registration
Thursday	August	29	First day of classes
Monday	September	2	Labor Day (classes held)
Wednesday	September	11	Last day for permissible change of registration, last day to register for credit/D/fail option
Wednesday	October	19	Warning grade reports due
Sat–Tue	October	19-22	Mid-semester break
Friday	November	1	Last day for approved withdrawal from a course with an automatic "W"
Thursday	November	28-	
Sunday	December	1	Thanksgiving break
Tuesday	December	10	Last day of classes
Wed–Thur	December	11-12	Reading days
Fri–Sat	December	13-14	Final exams
Sunday	December	15	Reading day
Mon–Wed	December	16-18	Final exams
Thursday	December	19-	
Sunday	January	12	Winter break*

SPRING SEMESTER 2003 (Tentative)

Monday	January	13	Registration
Tuesday	January	14	First day of classes
Monday	January	27	Last day for permissible change of registration, last day to register for credit/D/fail option
Monday	February	24	Warning grade reports due
Sat–Sun	March	8-16	Mid-semester break**
Monday	March	24	Last day for approved withdrawal from a course with an automatic "W"
Tuesday	April	8	Student Symposium
Tuesday	April	29	Last day of classes
Wednesday	April	30-	
Thursday	May	1	Reading days
Fri–Sat	May	2-3	Final exams
Sunday	May	4	Reading day
Mon–Wed	May	5-7	Final exams
Saturday	May	10	Commencement

* Residence halls and food services **closed**; ** Residence halls open/food services **closed**

LAKE FOREST COLLEGE

2001-2003 CATALOG

Lake Forest College affirms that education ennobles the individual.

Our curriculum engages students in the breadth of the liberal arts and the depth of traditional disciplines. We encourage students to read critically, reason analytically, communicate persuasively, and, above all, to think for themselves. We foster creative talent and independent research. We embrace cultural diversity. We honor achievement.

Our faculty of distinguished scholars takes pride in its commitment to teaching. We know our students by name and prepare them to become responsible citizens of the global community. We enable students, faculty, trustees, and administrators to solve problems in a civil manner, collectively. We maintain a secure residential campus of great beauty. We enrich our curriculum with the vibrant resources of Chicago.

Lake Forest College celebrates the personal growth that accompanies the quest for excellence.

— Approved by the Faculty and Trustees, May 1992.

LAKE FOREST
COLLEGE

Volume 76
Published by Lake Forest College,
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The online version of this document is the catalog of record as of September 2001.

Lake Forest College's nondiscrimination policies are based on federal laws and regulations, including Title IX and other relevant regulations, as well as on its institutional ideals.

It is the stated policy of Lake Forest College that appropriate qualifications for and performance of specific duties are the basic criteria for the employment and promotion of all College academic and nonacademic staff. Lake Forest College does not discriminate against any persons because of race, color, sex, religion, or national or ethnic origin in its education program, activities, or employment. In addition, Lake Forest College is required by Title IX and regulations promulgated thereunder not to discriminate on the basis of sex in educational programs, activities, and employment. Lake Forest College does not discriminate on the basis of handicap against any otherwise qualified person by denying participation in, or the benefits of, any College program or activity. Lake Forest College also does not discriminate on the basis of sexual orientation in its education programs, activities, or employment. For purpose of this policy, the term "sexual orientation" means the status or expression, whether actual or perceived, or heterosexuality, homosexuality, or bisexuality.

The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting handicap discrimination) is Stephen D. Schutt, President.

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GENERAL INFORMATION

LAKE FOREST COLLEGE: AN INTRODUCTION

Lake Forest College is a coeducational undergraduate institution offering students the opportunities and challenges of a liberal arts education in a community self-consciously dedicated to learning. Undergraduate study at the College is intended to provide preparation for a lifetime of encounters with enduring, fundamental questions and new, unexplored frontiers. The College seeks to cultivate the methods and skills of the well-trained intellect and to foster a spirit of curiosity concerning the ways of nature and society and the responses of humankind to both. At the same time, it endeavors to help individuals develop themselves for leadership, service, and personal fulfillment.

The institution from which the College derived was founded in 1857 as Lind University by the same group of visionary Presbyterians who founded the town of Lake Forest (1861) and established its First Presbyterian Church (1859). The institution grew to include male and female academies, a coeducational undergraduate college, and graduate schools of medicine, dentistry, and law. The undergraduate college enrolled its first students in 1876 as Lake Forest University. During the early part of the twentieth century, the graduate schools were disassociated from the University and the academies became autonomous schools (continuing today as Lake Forest Academy/Ferry Hall). Full attention was thereafter devoted by Lake Forest University to its undergraduate college. Accordingly, the institution was formally renamed Lake Forest College in 1965.

Throughout its history, the College has continued to express many of the values cherished by its founders. Today the faculty, students, and staff come from diverse ethnic, racial, and religious backgrounds. The College is governed by an independent Board of Trustees while maintaining a relationship with the Presbyterian Church, U.S.A. Lake Forest College is accredited at the undergraduate and the master's degree levels by the North Central Association of Colleges and Schools and is registered by the Board of Higher Education of the State of Illinois.

After more than a century of undergraduate education, the College offers a curriculum in the liberal arts that combines requirements for a balance of breadth and depth of study in disciplinary inquiry with many opportunities for interdisciplinary exploration, independent academic work, and freedom of choice in designing one's course of study. The undergraduate academic programs are enhanced by cooperative degree programs with several other institutions of higher education, for-credit internship experiences in the United States and abroad, and a wide array of programs for international study. The College's graduate program in liberal studies, established in 1976, pursues a strongly interdisciplinary approach.

By virtue of its small size, Lake Forest College fosters interaction between students and faculty. As a result of its location near Chicago, students have exposure to the myriad cultural opportunities available only in one of the world's great cities. In its curriculum and its student life, Lake Forest's special qualities are perhaps best defined in a statement about the College approved by the faculty and trustees in 1992, which is printed on the second page of this catalog.

LOCATION

Lake Forest College is located several blocks from Lake Michigan in the small city of Lake Forest, Illinois. One of the suburbs on Chicago's North Shore, Lake Forest provides a quiet, secure, and beautiful environment for the College. The campus is 25 miles northeast of O'Hare Airport via the Tri-State Tollway (Interstate 294), 35 minutes by car and about an hour on the airport bus. Downtown Chicago, with its intellectual, cultural, and educational resources, is approximately 30 miles away. The superb commuter railroad takes about an hour to reach the heart of the city. The campus is a short walk or cab ride from the railroad station in Lake Forest. Students and faculty have access to the libraries of Northwestern University, the University of Chicago, the University of Illinois at Chicago, and the Chicago Historical Society as well as to the Newberry Library and the Chicago Public Library. The Chicago Symphony, the Lyric Opera, the Goodman Theatre, the Museum of Contemporary Art, and the Art Institute of Chicago are among the many cultural institutions that make Chicago a national center for music, drama, and art. The Museum of Science and Industry, the Field Museum of Natural History, the Adler Planetarium, the Shedd Aquarium, and Argonne National Laboratory are available to our students both informally and in some cases for course work. The location of the College gives it the best of the suburban and urban worlds.

FACULTY

At the center of Lake Forest College stands its distinguished faculty. They are first and foremost teachers, and the College seeks out and retains faculty members principally because they enjoy and excel at teaching undergraduates. Faculty members, rather than graduate assistants, teach all courses and provide academic advising, and they are easily available to students. A student/faculty ratio of about 12:1 gives students access to their teachers while enabling them to have informed counsel about their individual programs of study. Small class size and flexibility in instructional methods provide our students with regular opportunities for the give and take of classroom discussion.

The faculty's tradition of teaching excellence is matched and supported by its achievement in scholarly research. Approximately 95% of the full-time teaching faculty hold doctoral degrees. Many are recognized authorities in their fields and are actively involved as lecturers, consultants, journal editors, authors, and artists. In recent years faculty members have been awarded fellowships or other national awards by the American Council of Learned Societies, the Fulbright Commission, the German Marshall Fund, the Andrew W. Mellon Foundation, the National Endowment for the Humanities, the Phi Beta Kappa Society, the Presidential Young Investigator Program of the National Science Foundation, the Rockefeller Foundation, and the Woodrow Wilson National Fellowship Foundation. Students at the College enjoy the benefits of studying with these nationally prominent scholars either by enrolling in courses that they teach or working with them on research projects.

STUDENTS

For many years the College has fostered diversity within the student body and commitment among its students to high standards of academic excellence and personal integrity. Virtually all states of the Union and a considerable number of foreign countries are represented among the undergraduates. The diversity of the College community is seen in more than the geographical, educational, and racial and ethnic backgrounds of its students. It is also found in the broad range of personalities at the College. A student at Lake Forest is accepted as an individual, with particular intellectual and personal talents and needs.

For each of these individuals, the College is a place to study, work, enjoy, and live. Students participate in a variety of activities. They join the faculty in the governing of the College through participation in committees and representation on the Board of Trustees. Student writers and performers take part in the FM radio station, the student newspaper, literary magazines, the yearbook, the chorus and instrumental ensembles, and theater groups. Honorary societies in biology, drama, economics, education, foreign languages, philosophy, politics, psychology, chemistry, and physics enjoy active student participation as do other special-interest clubs. The College provides physical education for interested students and maintains a comprehensive intramural and

intercollegiate athletic program. There are several local fraternities and sororities and interest groups, as well as one national fraternity, all housed within the residence halls. The members of these groups take their meals with all other students in the dining hall. All students have equal opportunity to take advantage of the richness of the College's programs.

ACADEMIC CALENDAR

Fall and Spring Semesters

The academic calendar of Lake Forest College is based on two 15-week semesters, from late August through mid-December and from mid-January to early May. Students normally take four course credits per semester (the equivalent of 16 semester hours). All courses run for 15 weeks, with the exception of the courses associated with the Lake Forest College Program in Greece and Turkey.

Summer Sessions

Two summer sessions offer a number of courses, the great majority being taught by regular members of the College's faculty. The first session, three weeks in length, runs from mid-May to early June, in which a student may enroll in a single course. The seven-week session extends from mid-June to late July, during which a student may enroll in a maximum of two courses.

RESEARCH AND LEARNING RESOURCES

Office of Library and Information Technology (LIT)

LIT is firmly committed to providing resources and services to enable students to find, evaluate, and effectively use information in all formats. LIT plays a vital role in helping students acquire the information literacy skills that will help them succeed in their academic careers and in their lives after they leave Lake Forest College.

Library Facilities

Number of volumes (books and periodicals)	275,000
Number of volumes added per year	>4,000
Current periodical subscriptions	1,100
Periodical databases	>80
Electronic journals	>200
Microform holdings	>85,000
Government documents	>80,000

Library collections, services, and facilities are designed to support the curricular needs of students and faculty. The Donnelley Library is a 45,000 square foot facility with study space for over 250 students. The Library is open 96 hours per week during the academic year and reference service is available approximately 70 hours a week. Audio visual services provides viewing and listening facilities for individuals and small groups. This service maintains the microform room and a digital video editing lab. Two classrooms equipped with Macs and PCs are available, one of which doubles as a computer lab when not in use for courses. The Freeman Science Library serves the needs of the Chemistry and Physics departments and is located in the Johnson Science Center.

Classes, workshops, and individually scheduled research appointments are offered on a regular basis to help students develop competency in using both print and computerized library resources. The goal of these programs is to help Lake Forest College students become discriminating consumers of information.

To supplement strong local and special collections, the Library also participates as a member of ILLINET Online, a consortium of 45 academic libraries whose combined holdings total more than 20 million volumes. Lake Forest students, faculty, and staff may directly request items from these libraries. Most of these items are delivered to the Lake Forest campus within one week. The Library also provides traditional interlibrary loan at no charge to members of the College community and fills over 1,700 requests for periodical articles per year. In addition, Lake Forest students, faculty, and staff may take advantage of fine library collections located in the Chicago area. With prior arrangement, the libraries at the University of Chicago, Northwestern University, the Newberry Library, and the Chicago Historical Society can be accessed by members of the College community.

Computing Facilities

Academic technology supplements, enriches, and often plays a significant role in many courses at Lake Forest College. LIT provides services, equipment, and facilities to support this effort.

All students are given e-mail addresses, network storage space, and space to create Web pages.

The campus computer network consists of a fiber-optic backbone that links all campus buildings. This network supports both Macintosh and PC computers and is available from every residence hall room, classroom, teaching laboratory, and faculty office. Every networked computer can access e-mail, library databases, and the Web.

The College maintains several public computing labs on campus, with a total of over 100 networked workstations. The computing lab in the Johnson Science Center is open 24 hours a day during the academic year.

LIT also maintains a number of departmental computing labs that are used exclusively for academic programs and courses. A technology resource center offering color laser printing, scanners, CD burners, and other high-end computing equipment is available for student, faculty, and staff use by appointment.

The Writing Center

The Writing Center offers individual instruction and information on every aspect of writing for all members of the campus community. These services are available for students working in any discipline and wanting to improve their writing in assigned papers, creative work, laboratory reports, research, senior theses, and other exercises. Staffed by the Director of Writing Programs, the Writing Center Assistant, and student tutors, the Writing Center provides assistance to students at all levels of writing competency. The Center also promotes professional interest in writing by organizing workshops for faculty and by supporting discussion, consultation, and informal meetings on issues of writing and pedagogy throughout the curriculum. The Writing Center plays a central role, therefore, in the College's development of the writing curriculum across the disciplines. The Center is located in Carnegie Hall and is open during the regular College term.

To encourage interest and excellence in writing, the Writing Center sponsors a Freshman Composition Contest and an annual Lake Forest College Writing Contest, both juried by faculty. Winners of the all-school contest are awarded the Pearl E. Pauker Prizes in Writing, the College's highest distinction for student writing in academic disciplines. These winning entries are published in the annual edition of *Lake Forest Papers*.

The Learning and Teaching Center (LTC)

The goal of the Learning and Teaching Center is to enhance the learning process at Lake Forest College. The LTC helps students develop skills and strategies for learning throughout their college years and beyond. The LTC assists faculty in devising innovative techniques to help students read critically, reason analytically, communicate persuasively, and think independently. By encouraging and expanding interactions among student and faculty groups, the Learning and Teaching Center supports the enterprise of our learning Community.

Among the specific services the LTC provides for students are the maintenance of a library of books and videotapes; coordination of the peer teaching and peer mentoring programs; training for departmental tutors; workshops for students writing senior theses; workshops for new students; workshops with faculty and students on learning issues; videotape practice sessions; and recordings for the blind and dyslexic.

STUDENT LIFE AND ACTIVITIES

Residential Life

As a residential community, Lake Forest College offers each student the opportunity to develop a variety of life skills. Some of these skills may be learned in the residence hall; still others may be learned on the playing field or over meals in Commons. The College believes that virtually every experience, whether making new friends, writing a play, deciding on a major, or living with roommates, is an invitation to learn and to grow. Members of the faculty, administration, and residence staff all share in the responsibility for building and maintaining a sense of community that recognizes each student's need to learn and values each student's right to learn.

Nine residence halls provide options that include same-sex, coeducational, upperclass, freshman, and 24-hour-quiet living environments. The residence halls contain their own lounges for study and social activities, and two of them also have computer rooms that provide 24-hour access to microcomputers and printers and the campus network. Upperclassmen may live off-campus on approval from the Dean of the College Office, although housing in the area is limited. In addition, some upperclassmen are affiliated with housing units based on a common interest or purpose.

The residence hall staff attempt to foster an environment that is conducive to study and learning, promotes personal growth and responsibility, and assists students in adjusting to the Lake Forest College community. Residence hall staff include Resident Academic Fellows, Area Coordinators, Head Residents, and Resident Assistants. In each residence hall a Head Resident and Resident Assistants are selected by the Dean of the College Office. The staff provide peer-based counseling that is responsive to individual needs, and they coordinate programming and enforce residence hall regulations. The professional staff also provide counseling and programs as well as supervision for the student staff.

Athletics

Athletics at the varsity, club, intramural, physical education, and recreational levels are important to student life at Lake Forest College. Over 65% of the student body participates in some aspect of athletic programming. The Athletic Department offers a broad range of programs addressing the diverse needs of the community for competition, sports instruction, and recreation at different levels of skill and commitment.

As a member of NCAA Division III, Lake Forest College competes in both the Midwest Conference and the Northern Collegiate Hockey Association. The College sponsors varsity competition in 16 sports (basketball, cross-country, football, handball, hockey, soccer, swimming, and tennis for men; basketball, cross-country, handball, soccer, softball, swimming/diving, tennis, and volleyball for women). All of these programs have a tradition of excellence and have been successful at both the conference and national levels. The College expects team members to be students first. The coaches consistently challenge students to reach their potential as students and athletes, encouraging them to excel in both academics and athletic competition.

The College has an extensive club sport program. Club teams compete with local colleges and clubs both on and off the Lake Forest campus. Some of the sports offered at this level include women's ice hockey, baseball, rugby, women's lacrosse, men's volleyball, golf, sailing, fencing, track, water polo, and skydiving. The intramural program is strong throughout the year with basketball, volleyball, indoor soccer, and hockey being the most popular sports.

Students enjoy fitness classes such as aerobics and advanced conditioning, as well as instruction in lifetime sports such as golf, racquetball, tennis, scuba, lifeguarding, and swimming. These physical education courses do not receive academic credit at the College.

Music

In addition to offering a variety of courses in applied music, theory, composition, and music history, the Music Department supports the Lake Forest College Chorus, the Lake Forest College Orchestra, the Lake Forest College Concert Band, the College/community Chamber Orchestra, the College/community Concert Band, the Jazz Ensemble, and numerous informal chamber groups. Coffeehouse performances, Sunday recitals, solo recitals, and other concerts feature these ensembles throughout the year. Several professional groups including Chicago-area rock bands, blues bands, chamber ensembles, solo recitalists, and gospel choirs give concerts on campus. In addition, Lake Forest Lyrica, a series of chamber music concerts performed by some of Chicago's finest musicians, is held on campus and is free to students.

A College/community orchestra, the North Suburban Symphony, presents four concert programs a year. Interested students are invited and encouraged to perform with this orchestra.

Theater

Lake Forest College students participate in an active campus theater program, highlighted by a flexible theater space and professional direction and design. The Allan Carr Theater in Hixon Hall is an intimate and unique showcase for performing arts. This fully equipped facility adapts to proscenium, thrust, and experimental staging configurations and is a center for campus theater activity. A wide variety of classic, contemporary, and original productions open to all students offers experience in all aspects of theater: acting, directing, playwrighting, designing, costuming, lighting, stagecraft, and publicity. The season is managed and staffed by the Garrick Players, a student organization with a campus and community history of excellence reaching back to the last century. With significant participation in at least one production, a student achieves Garrick voting membership. The group elects an Executive Board in the spring to serve for the following year, working in cooperation with the faculty director.

Art Galleries

The Sonnenschein Gallery and the adjacent Albright Room are located in Durand Institute on North Campus. Changing exhibitions are mounted in Sonnenschein Gallery throughout the academic year, displaying both the work of the faculty and students and works held in the collection owned by the College or lent by other collections. The Albright Room is normally used to exhibit works from the College-owned extensive collection of Pre-Columbian and African art.

The College art collection consists of the Sonnenschein Study Collection of several hundred European drawings and prints; the Freehling Gift of contemporary American prints, many of which hang in Young Hall; an extensive group of Pre-Columbian and African works; and prints, drawings, paintings, and photographs from various periods.

College Publications

The Stentor, the College newspaper, is the students' weekly journal. The Leadership and Community Involvement Office publishes weekly information that includes campus events and official College announcements. *The Forester*, the College yearbook, is published annually. The fine arts magazine, *Tusitala*, includes writing, drawing, and photography by students. *Collage*, the foreign language literary magazine, includes original prose and poetry in foreign languages, as well as original artwork, by Lake Forest College students and faculty. College darkrooms are used both by photographers working on student and College publications and by students who are just becoming acquainted with the art and practice of photography.

Campus Events

The College sponsors a variety of cultural, social, and educational events on campus and in addition encourages students to take advantage of opportunities in Chicago. At the Leadership and Community Involvement Office, students may obtain information about music, art, sports, festivals, and theater in the city and suburbs. The office also offers a series of trips to a variety of major Chicago events ranging from Broadway musicals to national dance programs and professional sports. A Friends of the Arts program solicits concert and other tickets from members of the community, which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge.

The Campus Entertainment Committee is responsible for organizing all types of campus events including concerts, comedians, hypnotists, coffeehouse performances, films, lectures, dances, and many other entertaining and educational events. The committee also helps plan such traditional events as Homecoming, Family Weekend, and the Festival of Ra. Several of the 70 student organizations on campus sponsor events such as Semana Latina, Alcohol Awareness Week, Black History Month, and the International Week Celebration.

Through the generosity of the Sonnenschein Endowment Fund, an Artist-In-Residence is invited to the campus each year for an extended residency, which includes both public lectures and informal meetings with students and faculty. Speakers representing varied interests and disciplines come to the campus throughout the year as guests of departments or as part of the periodic Convocation series.

Volunteer Community Service

Lake Forest College students have many opportunities for involvement in volunteer community service work in nearby towns and cities, and the College strongly encourages such work. The Community Service Coalition is an umbrella organization for service activities and groups coordinated through the Leadership and Community Involvement Office, where resources and further information are available.

The Community Service Coalition coordinates groups of volunteers who work regularly for community service agencies, including a Waukegan soup kitchen, shelters for the homeless, and the Wednesday Tutoring Program for teaching elementary-age children. Best Buddies is a program designed to match College students as big brother/sister mentors with mentally handicapped children. Other groups include the Measure of our Success Mentoring Program and Amnesty International, plus coordinated one-time projects throughout the year.

One of the most rewarding service opportunities available to students is the annual Spring Break Service Trip. Students, faculty, and staff travel to a selected region of the country to provide service for a community in need. The project usually involves building and repairing homes and is often coordinated through Habitat for Humanity.

The fraternities and sororities on campus and the Interfaith Center are also consistently involved in community service.

Religious Activities

Through the Lilace Reid Barnes Interfaith Center, the College continues its traditional relationship with the Presbyterian Church in a context of religious plurality and dialogue. A student steering committee suggests and implements programs to meet current campus needs. Activities sponsored include Sunday services, New Testament study, Sabbath celebrations, and afternoon meditations. The faculty coordinator serves as liaison with the Dean of the College Office and with the student steering committee and also works with local clergy in facilitating their ministry to our religiously diverse student body.

ADVISING, GUIDANCE, AND SUPPORT

A comprehensive advising and guidance program at the College recognizes the need for supportive counseling both in the regular course of a college education and also in the case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality depending on the circumstances, and at the several stages of progress throughout a college career.

Academic Advising

The advising system holds a central place in the academic program of Lake Forest College. Faculty advisors help students determine their academic needs and objectives, enhancing the freedom of choice available for designing an individual program of study for a given term and for an entire College career. Advisors also work with students to ensure that they receive a broad-based education while selecting appropriate majors and meeting graduation requirements.

New students are assigned a faculty advisor at the outset who assists with overall program planning, course selection, registration, career choices, and other academic difficulties or personal problems as they may arise. Freshmen are taught by their advisor in a Freshman Studies course during the fall term. Freshman advisors serve in an advisory capacity for the entire freshman year. During the sophomore year, students may continue to be advised by their freshman advisor or may choose another faculty advisor.

Students must select a major field of study by the end of their sophomore year. Accordingly, during the sophomore year a student will choose an advisor from the faculty members in the relevant departmental or interdisciplinary major. Faculty advisors in the major assist students in drawing up a program of courses in their major field and other academic areas, and provide necessary guidance throughout students' undergraduate careers.

Counseling Center

In addition to resident hall staff support mentioned above, the College offers services from the Counseling Center, which aids students in becoming more effective, self-directed individuals. Free of charge to all Lake Forest College students, the Counseling Center offers professional counseling on personal, social, academic, or career issues. Services are offered to help students deal with problems hindering their ability to benefit fully from the College experience and with the identification of aptitudes, interests, and personality traits affecting the choice of educational programs or careers. Group counseling is available to students who are seeking to enhance their own growth and development.

Career Development Center

The Career Development Center offers assistance to all students in the development of their career objectives at any point during their College years. Workshops and individual counseling provide advice for job-hunting strategies such as résumé and cover-letter writing, interviewing, and occupational research. Computer-assisted career guidance is also available. An alumni mentor program has been designed for seniors who wish to speak individually with alumni concerning career opportunities. Mentor-student matches are based on common career interests. Although several graduate schools and employers are represented in the on-campus recruitment program, emphasis is placed on "taking the job search to the street." The Career Development Center network of contacts in the profit and nonprofit sectors helps to open doors for initial interviews and provides students with first-hand information about a wide variety of career opportunities.

Student Health Services

On-campus health services are provided for all resident and nonresident undergraduate students in a degree program, excluding Degree Candidacy Pending students. The semester fee of $55 is mandatory and nonrefundable.

The College's health services program is administered by Lake Forest Hospital. Nurses are available at the campus Student Health Center by appointment and for emergencies, and they provide a wide range of services. Physicians' services are provided on campus by the Medical Director of the Lake Forest Hospital Emergency Department. When the campus Student Health Center is closed, medical care is provided by the Emergency Physicians' Group at Lake Forest Hospital, 1.5 miles west of the campus. These physicians treat students in the hospital's emergency room following referral from the nurse, residence staff, or campus security. The Health Center is located in the Sports Center and is open from 8:30 a.m. to noon and from 1:00 p.m. to 4:30 p.m., Monday through Friday.

The basic fee covers the cost of medical services at the Health Center including some supplies, dressings, and diagnostic tests done at the Health Center, but it does not include laboratory or X-ray fees. When a student is referred to Lake Forest Hospital, the basic fee does not cover medical services rendered. The College requires that full-time resident students participate in its student health coverage plan unless evidence of equal or superior coverage is presented and an insurance waiver is completed. Students and their parents are urged to review the coverage offered, as listed in a brochure detailing benefits issued from the Business Office and routinely sent before enrollment. For more information, see the section titled Undergraduate Tuition and Expenses.

ADMISSION TO THE COLLEGE

ADMISSION TO THE UNDERGRADUATE PROGRAM BACHELOR OF ARTS

As the admissions staff evaluates applicants to Lake Forest College, it is primarily concerned with knowing the individual candidate. The criteria used for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both in and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, race, national origin, gender, handicap, or financial position. This admission policy is manifest in the diverse nature of the student community—a diversity essential to the educational vitality of a liberal arts college.
Candidates for undergraduate admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, 555 North Sheridan Road, Lake Forest, Illinois 60045-2399 or calling 800-828-4751. The College will also accept the Common Application in lieu of its own form, and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

Students are urged to begin the application procedure early in their final year of secondary school. Nontraditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application. Admission decisions are announced no later than the third week of March for all freshman candidates whose applications are complete as of March 1. Decisions regarding applications received after March 1 will be announced as the file becomes complete and as conditions permit.

Students making application for financial aid should refer to the section on Financial Assistance, which explains the application process and deadlines.

Secondary School Requirements

The depth and breadth of preparation is primary in the admission decision. Enrollment in honors courses, accelerated programs, and formal Advanced Placement or International Baccalaureate work is encouraged. As a rule, it is recommended that the candidate present at least the following:

- A minimum of four years of English;
- Three or more years of mathematics, including trigonometry;
- In-depth study in one or more foreign languages;
- Two to four years of work in both the social and natural sciences.

Examinations

All candidates are required to present the results of either the Scholastic Aptitude Test (SAT-1) of the College Entrance Examination Board (CEEB) or the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the CEEB or the ACT to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school. The admissions staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the admissions staff welcomes and encourages visits to the campus by prospective candidates and their parents. A prearranged appointment is necessary. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday, and Saturdays, 9 a.m. to 11:30 a.m.

Application Schedule

Early Notification

Students applying under this program will receive an admission decision by December 20 if their application is complete by December 1. This nonbinding program is intended to offer applicants an opportunity to hear from the College prior to the traditional March decision period. Candidates' reply may be made prior to or on May 1. Admitted students who have submitted the CSS Financial Aid Profile will receive an estimate of financial aid eligibility with their offer of admission.

Early Decision

If you decide Lake Forest College is your first choice, you may apply under the Early Decision Program. The advantages, if you do, are early notification of the admissions decision, guaranteed need-based financial aid, preferential placement for freshman housing, and preferential placement for work-study, if applicable. You must apply for Early Decision before January 1. The admissions staff reviews Early Decision applications as soon as all of the required materials have been received, and candidates are notified of the decision two to three weeks from that time. A nonrefundable matriculation deposit is due within two weeks of admission notification. It is understood that, if you are notified that you have been admitted to Lake Forest College under the Early Decision Program, you will withdraw all other college applications. If you are a candidate for financial aid, the commitment to attend Lake Forest is contingent on your acceptance of our financial aid offer.

Regular Application

We begin reviewing regular applications January 15 and notify candidates of admission and financial aid decisions by the latter part of March. Applications received after the March deadline may be considered, depending on an applicant's qualifications and other factors. Lake Forest subscribes to the Candidates' Reply Date Agreement, meaning that all regular candidates for admission will have until May 1 to notify Lake Forest of their decision to accept or decline the College's offer of admission. Those who accept must send in a nonrefundable matriculation deposit by May 1.

Deferred Admission

Questions and specific requests for deferred admission should be sent to the Director of Admissions.

International Admission

International students who apply for admission to Lake Forest College as degree-seeking students must complete the same application procedure as found under the appropriate paragraph elsewhere in this section (Admission to the Undergraduate Program or Admission by Transfer.) In addition, all international students must submit evidence of a minimum score of 220 on the computer-based TOEFL exam (550 on the paper-based).

Special Student Admission

Students may apply as special students but admission does not grant the student degree-seeking status. Special students may take courses on a part-time or full-time basis and their continued enrollment is conditional on attaining satisfactory progress. The Director of Admission will review their performance at the end of each semester. Students who demonstrate the ability to complete their coursework successfully may submit a change of status application to become fully matriculated students. Any eligible credits earned as a special student are fully transferable. Students registered for one or two courses will be charged on a per-course basis. Students registered for three or more courses will be charged the full-time tuition rate and applicable fees. Traditional age special students may request campus housing, but the director of admission and the director of residence life must grant special permission. Adults who are 30 years of age or older should consult with the Director of Admissions or the Office of Community Education to determine how Special student status would apply to them. Special student applications are available through the office of admission and the office of community education.

Admission by Transfer

Transfer students are admitted at the beginning of each semester. Generally, transfer applicants should have achieved an overall college average of at least C or its equivalent and be eligible to return to their previous institutions. At least six months must have elapsed before admission consideration will be given to students who are not eligible to return to their former institutions.

Graduates of accredited community colleges and recipients of the Associate of Arts degree in an applicable field will be granted full junior standing (16 Lake Forest College course credits) if they have earned grades of C- or better in all courses counting toward that degree. Some transfer courses earned for the A.A. degree may not meet the requirements for the student's declared major field at Lake Forest College.

When a transfer student is admitted to the College, the maximum credit accepted in transfer is two years of college work, that is, 60 semester hours (16 Lake Forest College credits). Up to that limit, all appropriate academic work, as determined by the Registrar, taken and passed with a grade of C- or better at the former institution will be accepted toward fulfillment of the B.A. degree at Lake Forest College.

University-level courses taken outside the United States must be evaluated for transfer credit by the College's Academic Appeals Board. No courses with D grades will be accepted in transfer. Plus and minus grades earned at another institution, with the exception of A+, are recorded on the student's Lake Forest College transcript. For further details concerning the College's credit and residence requirement, see the section titled Undergraduate Curriculum.

Students holding a completed B.A. may be considered for transfer admission. The maximum number of transfer credits granted is 16 Lake Forest College credits. The College's General Education Curriculum and major requirements must be met; for additional information see the section titled Undergraduate Curriculum. Twelve of the last sixteen credits must be Lake Forest College credits.

All transfer students are required to submit the following credentials and are requested to send a letter of recommendation from the academic dean or a teacher of the college:

- Application for admission;
- Secondary school transcript;
- An official transcript from all prior institutions, of all academic course work completed through the most recent term, by the end of the sixth week of classes in the term in which they matriculated.

Students, including transfer students, will fulfill distributional requirements as outlined under the General Education Curriculum in the section titled Undergraduate Curriculum.

Credit by Examination

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of the Faculty are required. Where appropriate the instructor may set requirements in addition to the examination itself. For credit to be awarded, a grade of C- or better must be earned on the examination, but the student's transcript will show only a CR (Credit).

Special examinations are not allowed for courses that are usually part of pre-college curricula (e.g., elementary languages or elementary mathematics) and are not normally allowed in courses previously audited or in which a student was enrolled. Under no circumstances does Lake Forest College take CLEP courses as transfer credit.

Advanced Placement

Students who have successfully completed Advanced Placement courses and the appropriate Advanced Placement examinations provided by the College Entrance Examination Board may apply for College credit for this work. Scores of 3, 4, or 5 on the examinations entitle students to at least one course credit; scores of 1 or 2 are not granted credit. A score of 3 or better on both the microeconomics and macroeconomics exams is required for one course credit in economics. Each department determines the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

International Baccalaureate

Students who have successfully completed International Baccalaureate courses and taken the higher-level examinations provided by the International Baccalaureate Program may apply for college credit for this work. Grades of 4, 5, 6, or 7 on the higher-level examinations entitle students to at least one course credit; grades of 1, 2, or 3 are not granted credit. Each department will determine the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

ADMISSION TO THE GRADUATE PROGRAM MASTER OF LIBERAL STUDIES

The Graduate Program in Liberal Studies is primarily designed to serve the needs of mature students who are returning to college after an interval of several years. Candidates for admission must hold a bachelor's degree from an accredited college or university.

Applicants should submit transcript records of all college work with their application for admission. An application fee of $15.00 is required. The application form requests a written essay stating briefly how applicants believe the graduate program in liberal studies will serve their needs.

PRIVACY STATEMENT

The amendment to the Family Privacy Act make it possible to release "Directory Information" to any parties without the written consent of the student. As stated in the Federal Register, "Directory Information" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, the student's class schedule, the name of the student's parents and academic advisor, and other information routinely published in the College Directory. Within the first 15 days of classes in the fall, a student who wishes to restrict release of "Directory Information" should give written notification to a member of the Dean of the College Office.

UNDERGRADUATE TUITION AND EXPENSES 2001-2002

Full-Time Students	First Semester	Second Semester	Full Year
Tuition and Fees			
Tuition	$10,948	$10,948	$21,896
Activity fee	100	100	200
Health Center fee	55	55	110
Subtotal	$11,103	$11,103	$22,206
On-Campus Resident Charges			
Room	$1,405	$1,405	$2,810
Board	1,222	1,222	2,444
Subtotal	$2,627	$2,627	$5,254
Total Tuition and Charges	**13,730**	**13,730**	**$27,460**

Part-Time Students	
Tuition per course (including credit by examination)	$2,740
Auditor tuition per course	$300

Other Expenses	
Application fee	**$35**
Student health insurance	
Full year - 12 months	$360
Second semester - 8 months	$250
Foreign study insurance per month	$28
Course overload tuition	
One-half course credit	$1,370
One course credit (including credit by examination)	$2,740
Music lesson fees, 12 weeks of lessons per semester: (non-credit)	
One-half hour lessons ($18 each)	$216
Three-quarter hour lessons ($27 each)	$324
One hour lessons ($36 each)	$432
Late registration fee	**$100**
Returned check fee	**$20**
Change-of-residence fine	**$150**
Senior dues	**$65**
Community Education Degree Candidacy Pending Students (DCP)	
Tuition per course	$1,800
Billing deposit (Fall 2000)	$200
Post Graduate Teaching Option	**$2,000**

Masters of Liberal Studies (M/LS)	
Tuition per course	$2,100
Billing deposit	$200

* 2002-2003 tuition and expenses will be published in the annual supplement.

Financial Policies

The Board of Trustees has specified all tuition and fees are due 10 days before registration unless enrolled in the monthly payment plan. Registration will not be permitted if payments are not up to date. Any extensions granted due to pending financial aid awards or due to loans will expire 45 days after the first class day. Diplomas and official transcripts are withheld from students and alumni who have not met their financial obligations to the College. The College reserves the right to cancel registration and evict students from residence halls and the board plan if their accounts are in arrears and to exclude a student with significant financial obligations to the College from participating in graduation ceremonies.

Payment Procedures

Statements are issued in the student's name and mailed to the home address. Students may supply the Business Office with an additional billing address.

Two payment procedures are available:

Standard Plan
Full semester charges due 10 days before registration.

Lake Forest College Monthly Payment Plan
The Monthly Payment Plan allows families to spread all or part of the annual expenses over 10 interest-free monthly payments. There is a $60 annual enrollment fee and payments begin June 1. Students reenrolling on the payment plan may spread their payments over 12 months beginning April 1. Information on the payment plan is available in the Business Office. There is a 5-month plan for second-semester students with a $40 semester fee and payments beginning November 1.

Deposit

A $200 deposit is required of all new students. This deposit will be refundable only after the student withdraws or graduates from the College, net any outstanding debts owed to the College.

Student Health Services Fee

On-campus health services are provided for all resident and nonresident undergraduate students in a degree program, excluding Degree Candidacy Pending students. The semester fee of $55 is mandatory and nonrefundable.

Student Health Insurance Fees

Health insurance coverage is required of all undergraduate resident and nonresident students who are enrolled at least half time, excluding DCP students. The College provides a limited coverage plan for 12 months at a cost of $360 ($250 for second semester only). Brochures outlining the plan and the benefits are available from the Business Office.

All applicable students are automatically charged $360 in the fall ($250 in the Spring) for the student health insurance coverage. Students may waive the plan if other coverage is carried. Waivers must be received by the Business Office by registration day for cancellation of charges in the fall. Foreign citizen students who are not permanent U.S. residents must document comparable coverage through a U.S. insurance carrier.

Students studying abroad are required to have medical evacuation and repatriation coverage. Separate monthly foreign study plans are available through the College for students not covered by the College student health insurance plan including through the Council on International Educational Exchange (C.I.E.E.) International Identity Card.

Activity Fee and Senior Class Dues

The College collects an activity fee of $100 per semester assessed by student government for its use. All resident and nonresident undergraduate students are charged the activity fee, which is mandatory and nonrefundable. Additionally, the College collects a one-time nonrefundable senior dues assessment billed the semester prior to graduation. It is used by the Senior Steering Committee for their activities. Senior dues are $65.

Normal Course Load

A normal course load for undergraduate, non DCP, students is four courses, but any combination of courses ranging from three to four and one-half credits is regarded as a full load and regular full-time tuition applies. There are no refunds for course load changes within this range of credits. Any reduction below three credits must be approved by the Dean of the College Office.

Undergraduate students registering for fewer than three credits per term with the permission of the Dean of the College Office will be charged at the per-course rate. The per-course rate will also apply for special students who are not degree candidates or whose degree candidacy is pending for fewer than three credits.

Course Overload Charge

Students who are registered for an on-campus course load in excess of four and one half credits in a given semester will be charged for the additional half or full credit.

Students enrolled in Music 107, 108, 109, and 110 receiving credit over two semesters are exempt from any additional overload charge for the first two credits awarded. Students enrolled in Music 111, 211, 311, and 411 will not be exempt from the overload charge. In a given year, up to five students enrolled in these applied music courses may receive a waiver of the overload charge, based on an audition and the recommendation of the Music Department.

Students who received Dean's List distinction during the previous year may take one extra course during the following year without charge, subject to certain limitations.

Charges for Course Work Completed over Two Semesters

Completed courses for which one course credit is earned over two semesters (e.g., Music 107, 108, 109, 110, 111, 211, 311, and 411), are billed in the semester during which the credit is to be received. Students enrolled in Music 107, 108, 109, and 110 receiving credit over two semesters are exempt from any additional overload charge for the first two credits awarded. Students enrolled in Music 111, 211, 311, and 411 will not be exempt from the overload charge. Half-credit courses are not currently offered by the College.

Charges for Credit at Barat College

Full-time students may complete course work at Barat College and include the courses in their course load from Lake Forest College. Although credit at Barat is recorded in semester hours, the billing will be based on the Lake Forest College course credit or fraction thereof that is applicable to the student's degree. Students are responsible to pay for any additional lab fees or course expenses incurred. Note: Due to the merger of Barat College and DePaul University this policy is subject to change. (See Barat College in the section titled Undergraduate Curriculum.)

Other Charges and Fines

Students studying abroad will be charged all applicable fees as determined by the individual program. See the Business Office for the current per-program tuition rate. Regular refund policies apply to study-abroad programs.

Students will not be charged a fee for credit by examination (for a subject that is not covered by advanced placement tests) if such credit is established during the fall term of the freshman year.

Students will be billed for bookstore charges, library fines, on-campus traffic violations, and any damage they may cause to College property.

A student who changes residential status from resident to nonresident for Fall semester, and notifies the Dean of the College Office following room draw and by July 1, will be charged $100. Students notifying the Dean of the College Office after July 1 and before the first day of Fall classes will be charged $250. For a change of residency status after the first day of Fall classes, per diem charges for room and board will be applied to the student's account in addition to the fine. A mandatory fee of $60 is included in the room charge for cable access. This fee is not refundable due to withdrawal from housing after the first day of classes.

A student who wishes to withdraw from campus housing for Spring semester may do so with no penalty by notifying the Dean of the College Office by December 1. On or after December 1, students withdrawing from campus housing for the Spring will be charged a $150 change of residence fine. Prorata room and board charges will be charged in addition to the fine after the first day of spring classes.

Associated Colleges of the Midwest (ACM) Programs
Students accepted into off-campus ACM programs are billed the Lake Forest tuition rate by the College for a normal course load. Course overloads and summer courses in ACM programs have different charge levels and policies. Program fees vary and are payable directly to the College. Required deposits are paid directly to the ACM office.

Program Leave Reimbursement
Students enrolling in program leave courses at other institutions will be required to pay the full comprehensive Lake Forest College fee on the regular due date. The other institution may require payment as well. Upon acceptance of the credit by Lake Forest College, and presentation of a paid bill, the student's account will be reimbursed by the College for actual tuition charged by the other institution, not to exceed the comparable course cost at Lake Forest College.

Interest Charges and Collection Costs
Past-due accounts may be assessed interest at the rate of 1% per month. Unpaid balances may be turned over to a collection agency and be subject to collection costs as permitted by law on the unpaid balance if no suitable repayment arrangement is made.

Withdrawals and Refunds
All refunds are payable to the student. Withdrawals from the College are processed through the Dean of the College Office. The official date of withdrawal is determined by that office only. There are no refunds for dismissal, suspension, or expulsion from the College and no room refunds for removal from campus housing due to judicial sanction.

Financial aid recipients who withdraw from the College after registration but still within a refund period are subject to the College's refund policy and federal regulations. All refunds for federal financial aid are issued in accordance with current regulations. The Financial Aid Office and the Business Office will determine the appropriate resulting charges and financial aid.

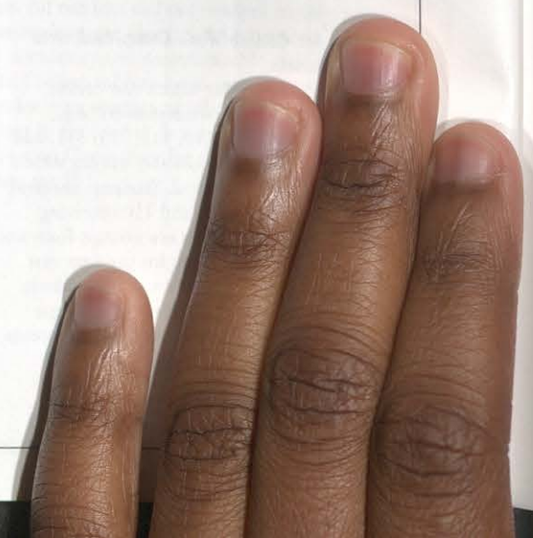
Refund Policy
Prior to the start of the semester, refunds for tuition are computed at 100% less a $100 administrative fee. Once classes have begun, refunds for reduced course load or withdrawal from the College will be computed according to the schedule below less a $100 administrative fee.

First Semester	Second Semester	Refund
On or before:		
September 5, 2001	January 21, 2002	90%
September 12, 2001	January 28, 2002	80%
September 19, 2001	February 4, 2002	70%
September 26, 2001	February 11, 2002	60%
October 3, 2001	February 18, 2002	50%
October 10, 2001	February 25, 2002	40%
After:		
October 10, 2001	February 25, 2002	0%

Room and board charges are refunded on a per diem basis.

A schedule for refunds for 2002-2003 will appear online during the summer 2002.

Due to federal regulations, this policy may be subject to change; all students will be notified if and when this policy changes.



FINANCIAL ASSISTANCE

Lake Forest College is committed to providing generous assistance to those students financially unable to pay the full cost of a college education. The College also recognizes outstanding academic achievement and/or special talents with several scholarship programs.

FINANCIAL AID PROGRAMS

Financial aid programs are generally classified under four types: grants, scholarships, student loans, and student employment. The following are brief descriptions of some of the major programs. For more detailed information about each program, contact the Office of Financial Aid.

Lake Forest College Grant
This grant is awarded to full-time enrolled students who demonstrate financial need. Most students who qualify for financial aid may expect a substantial amount of their need to be met by a Lake Forest College Grant.

Lake Forest College Scholarships
Lake Forest College awards scholarships without regard to financial need at the time a student enrolls at the College. The application for admission is required for consideration of any scholarship award. The renewal requirements of the College's scholarships include academic and departmental review. These scholarships are awarded to recognize students who excel in academics, the visual or performing arts, math/science, music, leadership, or writing. Awards range from $1,000 to full tuition. Transfer students are eligible for consideration of any of the Deerpath Scholarship programs (academic and talent-based) and the Phi Theta Kappa program. All students are limited to pursue two scholarships: one academic and one talent-based or two talent-based programs.

Founders' Scholarship Competition
Illinois residents who score 25 – 27 on their ACT (1120 - 1220 SAT), and either, rank in the top 25 percent of their high school class or who maintain a minimum GPA of 3.3 on a 4.0 scale may apply. The program offers a range of scholarships from $6,000 through one-half tuition.

Trustees Scholarship Competition
Trustee Scholars are eligible for awards that range from $6,000 through full-tuition. Transportation to attend a campus-based program is subsidized by the College. Eligibility requires a minimum ACT composite score of 30 or higher (1310+ SAT), and either, rank in the top 20 percent of their class or who maintain a minimum GPA of 3.5 on a 4.0 scale in a challenging curriculum.

Presidential Scholarship Competition
Presidential Scholars are eligible for awards that range from $6,000 through three-fourths tuition. An on-campus interview is required and transportation to campus is partially subsidized by the College. Eligibility requires a minimum ACT composite score of 28 or higher (1230+ SAT), and either, rank in the top 20 percent of their class or who maintain a minimum GPA of 3.5 on a 4.0 scale in a challenging curriculum.

Deerpath Academic Scholarships
Recipients of an academic Deerpath Scholarship must have a minimum ACT of 24 or above (1090+ SAT) and either, a minimum GPA of 3.5 on a 4.0 scale in a challenging curriculum or rank in the top 20 percent of their class. Academic Deerpath awards range from $1,000 through $9,000.

Deerpath Art Scholarships
Candidates for an art scholarship may submit a portfolio or slides for review by the chair of the Art Department. Scholarships range from $1,000 through $5,000. An interview is required and must be completed by March 1.

Deerpath Leadership Scholarships
Candidates for a leadership scholarship must complete an interview with the Dean of the College. Scholarships range from $1,000 through $5,000. Athletic participation is not a consideration for leadership awards and students who plan to participate in the College's intercollegiate athletic programs are only eligible to receive a leadership scholarship on the basis of qualifying for need-based financial aid. Non-athletic participants are eligible to receive the scholarship without regard to need.

Deerpath Music Scholarships
Candidates for a music scholarship must audition with the music department faculty. Scholarships range from $1,000 through $5,000. Auditions must be completed by March 1.

Deerpath Theater Scholarships
Candidates for a theater scholarship must audition with the theater department faculty. Scholarships range from $1,000 through $5,000. Auditions must be completed by March 1.

Deerpath Math/Science Scholarships
Candidates for a math/science scholarship must attend a campus-based program and complete an interview with a member of the faculty. The program includes hands-on lab experiments directed by the faculty. Scholarships range from $1,000 through $5,000.

Deerpath Writing Scholarships
Candidates for a writing scholarship must submit a portfolio of original work and a recommendation from an advisor or teacher. Scholarships range from $1,000 through $5,000. Submission of materials must be completed by March 1.

Phi Theta Kappa Scholarships (Transfer Students)
Students who hold current Phi Theta Kappa membership and who are eligible to receive an associate of arts degree from an accredited community college prior to enrolling at Lake Forest College are eligible for these one-half tuition awards. Applicants should indicate their Phi Theta Kappa membership on their application for admission.

Federal Pell Grant
This federal grant is awarded to students with exceptional need. Application is made by completing a Free Application for Federal Student Aid (FAFSA). The application is acknowledged through a Student Aid Report (SAR).

Federal Supplemental Educational Opportunity Grant (FSEOG)
This program is also designed to provide grant assistance to students of exceptional need. First consideration is given to students who also receive a Federal Pell Grant. Students are automatically considered for this grant by completing the FAFSA.

Illinois Monetary Award Program Grant (MAP)
This program is awarded to Illinois students with financial need attending Illinois colleges or universities. The Illinois Student Assistance Commission (ISAC) administers this program and determines eligibility.

Residents of Alaska, Pennsylvania, Rhode Island, and Vermont
These grant programs are awarded to residents of these states who exhibit financial need. These state grants may be used at Lake Forest College. Eligibility is determined by each individual state.

Federal Perkins Loan
Loans under this program are awarded based on financial need and are funded jointly by the federal government and Lake Forest College. The interest rate is 5%. No interest or principal payments are due until you are no longer enrolled at least half time. The repayment period (up to 10 years) begins nine months after you are no longer enrolled at least half time. In some cases, this loan can be deferred and/or canceled.

Federal Stafford Loan
The subsidized Federal Stafford Loan program is available to students with financial need. The unsubsidized Federal Stafford Loan program is available to students who do not have financial need. The interest rate on both types of loans is variable, but capped at 8.25%.

Undergraduates may borrow a combined maximum of $2,625 for their first year of study, $3,500 for their second year, and $5,500 for subsequent years. The aggregate limit for an undergraduate is $23,000.

Loan processing fees of up to 4% are charged by the lender and guarantee agency. As a result, the actual loan disbursement will be less than the amount for which the loan is approved. However, repayment of the entire approved amount is required.

Federal Work-Study and Lake Forest College Work-Study
Funding for the Work Study program is provided by the federal government and Lake Forest College. Typically, students' jobs are in administrative offices, academic departments, and other locations on campus. Students work about 10 hours a week and earn between $500 and $2,000. While on-campus employment is available to all students, preference in placement is given to Federal Work Study students and international students. Because of limited funding, the College cannot guarantee that a student will be placed in a position and/or earn the above amount. In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants and stores, tutoring, babysitting, gardening, or other such jobs.

Outside Sources of Funds
Students are encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice. National Merit Scholarships, National Presbyterian College Scholarships, and other scholarships offered by local foundations, clubs, or business organizations are potential resources.

The ability of students to secure outside assistance is always advantageous. Even though the College may reduce the amount of Lake Forest College grant assistance awarded, since all awards must remain within the computed need figure, the total combined financial aid resources available to the student will be greater than the amount of grant provided by the College alone.

APPLICATION PROCESS

To apply for financial aid, new students must complete the CSS Financial Aid Profile. The Profile may be filed at any time during the admission process to afford prospective students and their parents quick access to accurate information concerning the amount of aid for which a student may be eligible.

In order to make any financial aid awards final, families must also complete the Free Application for Federal Student Aid (FAFSA). In some instances, federal tax returns may also be requested.

No funds may be committed to students until they have applied for and have been granted admission to the College. An application for financial aid does not hinder the student's application for admission; the two applications are considered separately.

Financial aid awards at the College are made for a one-year period. If the student maintains an academic record consistent with the rules of the College, and completes the necessary renewal applications, financial aid will be renewed each year at a level corresponding to demonstrated need.

COMPUTATION OF FINANCIAL AID ELIGIBILITY

In determining a student's financial aid eligibility, the College calculates the total resources of the family (parents and student) that can be used as a contribution toward college expenses. These calculations are based on several expectations.

Expectation from Parents
The College assumes that each family will provide the maximum amount of financial assistance possible. When determining parents' ability to contribute, a number of factors are considered, including income, assets, the number of dependents, the number of children in college, extraordinary medical expenses, certain types of debts, and any unusual circumstances.

Expectation from the Student
Students receiving financial aid are also expected to contribute toward the cost of their own education. An expectation of summer earnings is assumed when calculating a student's resources.

Minimum Standard of Academic Progress
To be in compliance with state and federal regulations related to student financial aid, all financial aid recipients must meet a standard of minimum academic progress. Satisfactory academic progress includes maintaining a minimum GPA as well as completing a minimum number of classes. If you fall below the minimum cumulative GPA or courses completed criteria, satisfactory academic progress is not being made. Failing to maintain satisfactory academic progress will result in your financial aid being suspended. In addition, if you are receiving a Lake Forest College Grant and you fall behind in credits a term or more (that is, four or more credits), your Lake Forest College Grant will be suspended. You may reestablish your eligibility after earning the number of credits needed to make up failed or incomplete courses and/or achieving and maintaining the required minimum cumulative GPA. If you feel you are hav-

ing difficulties meeting satisfactory progress because of extenuating circumstances, you may appeal to the Director of Financial Aid. Please call or visit the Financial Aid Office if you have any questions about this policy.

Students who do not meet the standard of satisfactory academic progress for financial aid recipients will be given a period of time, on a case-by-case review and basis, not to exceed two semesters, to achieve the required qualitative and quantitative requirements. During this period of time the student will be considered to be on "Financial Aid Probation." If a student does not meet the requirements at the end of the probationary period, financial aid will be terminated and will not be reinstated until the requirements are met.

Students denied financial aid because they failed to meet the standard of minimum academic progress may appeal this decision. The appeal must be in writing, directed to the Director of Financial Aid, and should describe in detail the reasons for failing to complete the required number of courses and/or failing to achieve the required cumulative GPA.

Lake Forest College has adopted the following criteria to determine the standard of minimum academic progress:

- Freshmen and transfer students in their first term at the College are automatically considered to be meeting academic progress standards;
- A normal course load is four courses per semester, but a student will be considered to be full-time if enrolled for three course credits per semester;
- A minimum of 32 courses is required for graduation.

The quantitative and qualitative result of this standard for minimum academic progress toward a degree is represented in the following table:

Semesters Completed	GPA Required		Courses Completed
2 semesters	1.5	and	5
4 semesters	1.8	and	12
6 semesters	2.0	and	19
8 semesters	2.0	and	26
10 semesters	2.0	and	32

TOTAL COURSE CREDITS ALLOWED

Generally, for students who enter the College as freshmen, the College will normally provide support for a total of 32 classes or eight semesters (whichever comes first). Students entering the College at a sophomore, junior, or senior academic level will receive support on a prorated basis. Courses failed or withdrawn from are included in the above support calculation. If a student has earned college credit outside of Lake Forest College, this credit may or may not have an effect on the student's remaining length of financial aid eligibility, depending on the type of college credit earned as described following:

- Advanced Placement (AP), International Baccalaureate (IB), and other college credit earned by a student while enrolled in secondary school (for example, simultaneous enrollment in secondary and post-secondary school, heretofore known as SE credit) will not be counted toward the eight semesters or 32 classes rule. A student in this situation will be allowed aid for 32 Lake Forest College credits in addition to any number of AP, IB, or SE credits. The Registrar will document that the student is not considered to have earned a degree until after the eighth semester or until after earning Lake Forest College credit number 32. Each student in this situation will be counseled individually by the Financial Aid Office and the Registrar's Office.
- College credit earned by a student after graduating from secondary school will be treated as transfer credit, and will count toward the remaining number of semesters the student may receive aid. The student's remaining length of eligibility will be prorated, depending on the number of classes transferred into the College.
- The Registrar's Office will record any type of credit received by the College on the student's behalf and it will be reflected on the student's academic transcript.

MERIT SCHOLARSHIPS

Lake Forest College awards merit scholarships without regard to financial need at the time a student enrolls at the College. The application for admission is required for consideration of any merit award. The renewal requirements of the College's merit-based scholarships include academic or departmental review. These scholarships are awarded to recognize students who excel in academics, the visual or performing arts, music, or leadership. Awards range from $3,000 to full tuition.

Founders' Scholarship Competition

Illinois residents who score 26 or higher on their ACT (1180+ SAT) and rank in the top 20 percent of their high school class or maintain a minimum GPA of 3.5 on a 4.0 scale may apply for a Founders' Scholarship. The program offers full and one-half tuition scholarships, and all finalists receive a minimum $6,000 Founders' Scholarship. Participants in the Founders' program are excluded from participating in the Presidential program.

Presidential Scholarship Competition

This program offers full and one-half tuition awards to outstanding students. Eligibility requires a minimum ACT composite score of 28 or higher (1260+ SAT) and rank in the top 20 percent of their class, or a minimum GPA of 3.5 on a 4.0 scale in a challenging curriculum. The minimum award for all finalists is a $6,000 Presidential Scholarship.

Deerpath Academic Scholarships

Recipients of an academic Deerpath Scholarship must have a minimum GPA of 3.5 on a 4.0 scale in a challenging curriculum, or rank in the top 20 percent of their class. Candidates for academic awards are considered at the time of admission.

Deerpath Music or Deerpath Theater Scholarships

Candidates for music or theater scholarships must arrange an audition or submit an audio- or videotape of their performance.

Deerpath Art Scholarships

Candidates for an art scholarship may submit a portfolio or slides for review by the chair of the Art Department.

Deerpath Leadership Scholarships

Candidates for Deerpath leadership awards must schedule an interview arranged by the Dean of the College or complete a leadership scholarship application that is reviewed by the Dean of the College. Athletic participation is not a consideration for leadership awards and students who plan to participate in the College's intercollegiate athletic programs are ineligible to receive a leadership scholarship.

Deerpath Writing Scholarships

Writing Scholarships are awarded to students who have participated in literary/journalistic publications throughout high school and who express a strong desire to be involved in writing activities at Lake Forest College. Students will be invited to submit examples of original work and a recommendation from an advisor or teacher.

Deerpath Science Scholarships

The Deerpath Science Program seeks to bring mathematically and/or scientifically inclined students to campus for a day of hands-on programming and scholarship interviews. The program takes place in late January of the student's senior year of high school.

Transfer Student Scholarship Program

Students who receive a cumulative GPA of 3.5 on a 4.0 scale and who have earned (or are eligible to earn) an associate of arts degree from an accredited community or junior college in Illinois are eligible for these awards. Applicants must have all admission materials, including the Transfer Merit Scholarship Application, on file no later than April 1 and must receive the associate's degree by August 15. Awards are given to applicants for the Fall academic term only and include one full-tuition and two one-half tuition scholarships.

Phi Theta Kappa Scholarship Program

Students who hold current Phi Theta Kappa membership and have earned an associate of arts degree from an accredited community or junior college prior to enrolling at Lake Forest College are eligible for these $6,000 awards. Applicants should indicate their Phi Theta Kappa membership on their application for admission.

Common Requirements

Recipients of merit-based scholarships must be enrolled as full-time students at Lake Forest College and remain full-time for the duration of the scholarship period. Funds may be used during the traditional academic year, and may not be used for periods of summer enrollment. Scholarships are renewable contingent on the student's continued full-time enrollment at Lake Forest College or an affiliated off-campus program, with duration of the scholarship limited to four years. Students must also remain in good standing with the College, as determined by the Dean of the College.

To renew an academic scholarship in subsequent years, recipients must demonstrate compliance with the GPA requirements as determined by the amount of the scholarship. Recipients of one-half tuition or full-tuition scholarships are to have a minimum GPA of 3.0. Recipients of scholarships in an amount less than one-half tuition must have a minimum GPA of 2.5 after the first year and a 2.75 GPA after the second and subsequent years. The GPAs are cumulative and will be calculated at the conclusion of the Spring semester each year.

To renew a non-academic scholarship in subsequent years, recipients must agree to participate each year in the area(s) in which the scholarship is awarded. A scholarship renewal application must also be completed for the scholarships and the appropriate department chair will recommend renewal.

Off-Campus Study for Merit Scholarships

Recipients of a Lake Forest College Merit Scholarship (such as the Presidential, Deerpath, Transfer, Alumni, Founders', McGaw, or Grew) who wish to participate in an off-campus academic program will continue to receive this scholarship only if their off-campus program is offered by Lake Forest College or the Associated Colleges of the Midwest (ACM), or is American University's Washington Semester. In addition, the student must be accepted as a participant by the appropriate committee(s). Merit scholarship recipients may only participate in one one-semester ACM program or the American University Washington Semester during their academic career at Lake Forest College and receive their scholarship for this program. Only "need-based" scholarship recipients can apply their merit scholarship toward the costs of any off-campus program that requires an individual consortium agreement, if approved by the Consortium Committee.

Other Financing Options

In addition to the financial aid programs described above and the College's interest-free monthly payment plan, numerous alternative financing plans are available to parents to ease the cost of a college education. Further information and applications for these plans are available from the Financial Aid Office.

MASTER'S PROGRAM FINANCIAL ASSISTANCE

For full-time elementary and secondary school teachers enrolling in graduate courses, the College offers grants of up to 50% of the cost of tuition. In addition, through the generosity of friends and graduates of the Master of Liberal Studies program, the College has established a limited scholarship fund for a person demonstrating need for financial assistance. These grants may supplement any other payments provided by the teachers' school districts.

UNDERGRADUATE CURRICULUM

Lake Forest College recognizes that no two individuals have the same educational needs and goals, just as no two individuals have identical strengths, capacities, motivation, and preparation. At the same time, the College believes that all individuals benefit from breadth of education in the liberal arts combined with depth of study in traditional disciplines or interdisciplinary fields. Accordingly, the College provides each student with great freedom of choice in designing a program of study in consultation with a faculty advisor, while requiring the student to pursue a wide range of subjects and develop considerable expertise in one academic area. A graduate who represents the educational ideals of Lake Forest College will have studied a broad range of ideas; developed real competence in writing, speaking, and quantitative skills; and gained significant experience in the humanities, the natural sciences and mathematics, and the social sciences while completing requirements for a major in an academic department or interdisciplinary program. The College's General Education Curriculum, its advising system, and the requirements of each major are designed to support these educational ideals, as are the many other academic programs in the undergraduate curriculum.

As they explore and take advantage of the rich curriculum at the College, students should keep in mind the requirements for graduation. In order to receive the Bachelor of Arts degree, students who enter the College as freshmen are expected to pass 32 courses, fulfill the general education requirements, attain a 2.00 overall grade-point average (without rounding up), and complete the requirements of a major. (Students whose matriculation preceded August 1993 are exempt from the general education requirements.) Important details concerning graduation requirements are listed in the student handbook, *Forest Ways*.

Not all courses listed in this catalog are taught every year.

GENERAL EDUCATION CURRICULUM

The General Education Curriculum (GEC) for the Bachelor of Arts degree establishes an integrated framework for the general education of undergraduate students across their four years of study at the College. The new curriculum includes distributional requirements intended to ensure that students will receive breadth as well as depth in their education while continuing to allow them considerable latitude in designing their individual programs of study. Included also are requirements for writing and for cultural diversity. Fulfillment of the requirements for general education begins in the Fall semester of the freshman year and continues to the senior year, in the following manner.

Freshman Studies

A course in the Freshman Studies Program. For a description of the program and courses, see Freshman Studies in the course listings. This course is required of all students entering the College with fewer than three credits and does not meet any GEC breadth or cultural diversity requirement.

Freshman Writing

One course (other than English 100) that includes a substantial amount of writing, to be taken during the freshman year. Freshman Studies courses satisfy this requirement. This course is required of all students entering the College with fewer than seven credits. Additional courses that fulfill the requirement are determined by the College's Curricular Policies Committee in conjunction with the Director of Writing Programs. The list of courses will be maintained by the Registrar's Office.

Breadth: Academic Divisions

At a minimum, students must complete two credits from each of the three liberal arts areas: humanities, social sciences, and natural and

mathematical sciences. Each of these six credits must come from a different department. These credits must be completed by the end of the junior year. Of the four credits in humanities and social sciences, two must be cultural diversity courses.

For purposes of the General Education Curriculum breadth requirement, departments are classified into divisions as follows:

Humanities
Art
Communications
English
Foreign Languages and Literatures
History
Music
Philosophy
Religion
Theater

Social Sciences
Economics and Business
Education
Politics
Psychology
Sociology and Anthropology

Natural and Mathematical Sciences
Biology
Chemistry
Mathematics and Computer Science
Physics

Two introductory courses do not count toward the GEC breadth requirement: Eng 100 and Math 105. These courses are noted in the class schedule. In addition, Freshman Studies and Senior Studies courses do not count toward the GEC breadth requirement.

Cultural Diversity
At least two courses from an approved list, to be taken by the end of the junior year; the two cultural diversity courses must come from different departments. (Please note: only one course may be counted in Foreign Languages and Literatures. Freshman Studies courses do not fulfill the requirement.)

Below are courses in the curriculum that satisfy the requirement. Not all listed courses are offered in a given year.

Afam (All courses listed as African American Studies)
Afam 280 (African American Communication)
Amer 217 (Introduction to American Studies: The Jewish Experience in America)
Art 202 (Greece in the Bronze Age)
Art 203 (Greece in the Classical-Roman Ages)
Art 204 (Greece in the Byzantine-Medieval Ages)
Art 205 (Japanese Art and Culture)
Art 206 (Chinese Art and Culture)
Art 226 (Colonial Latin American Art)
Art 325 (Women, Art, and Society)
Art 326 (Feminist and Gay Identity: Issues and Influences in Modern Art)
Art 327 (Global Architecture and Urbanism of the Twentieth Century)
Asia (All courses listed as Asian Studies)
Bus 470 (Latin American Global Business) if not used for GEC Senior Studies Requirement
Comm 280 (African American Communication)
Comm 350 (Topics in Communications/varies)
Econ 211 (Comparative Economic Systems)
Econ 233 (Eastern Europe in the 20th Century)
Econ 245 (Child Labor in Latin America)
Econ 265 (The Russian Economy)
Econ 270 (Latin American Development)
Econ 430 (International Trade Theory and Policy)
Econ 470 (Economic Development in the Third World)
Educ 304 (Elementary Fieldwork and Seminar)
Educ 315 (Middle School Fieldwork and Seminar)
Eng 216 (African American Literature I)
Eng 217 (African American Literature II)
Eng 218 (Blues Women in African Amer Lit)
Eng 223 (Literary Types and Traditions: Multicultural Literature)
Eng 225 (Women and Literature)
Eng 251 (Postcolonial Literatures)
Eng 252 (Introduction to Women's and Gender Studies)
Eng 270 (Reading Gender: Introduction to Women's Studies)
Eng 307 (Women Writers)
Eng 325 (Black Literature of the 1960s)
Eng 326 (Interdisciplinary Studies: Postmodernism)
Eng 351 (Gender and Literature)
Envr 240 (Religious Perspectives on Environmental Issues)
FCiv (All courses listed as Foreign Civilizations)
FCiv 336 (Latin American Film)
Fren (All language courses, 300-level or above)
Fren (All foreign literature courses)
Germ (All language courses, 300-level or above)
Germ (All foreign literature courses)
Hist 110 (World Civilizations to 1650)
Hist 200 (Origins of East Asia)
Hist 201 (Modern East Asia)

Hist 205 (Sub-Saharan Africa)
Hist 214 (History of Russia)
Hist 233 (Eastern Europe in the Twentieth Century)
Hist 255 (African American Autobiography)
Hist 257 (History of Mexico)
Hist 271 (Women in Modern History: Europe and America)
Hist 277 (Contemporary History of Latin America)
Hist 282 (Modern China)
Hist 286 (Modern Japan)
Hist 288 (War and Revolution Asia: China, Korea, Vietnam)
Hist 304 (Greek and Roman Religion)
Hist 307 (Topics in East Asian History)
Hist 308 (Topics in Japanese History)
Hist 309 (Problems in Modern Chinese History: Contemporary China Since 1950)
Hist 315 (History of Soviet Russia)
Hist 343 (Literature and Society in Russia)
Hist 346 (Feminist Movements in Europe)
Hist 347 (Topics in Gender and History)
Hist 361 (Advanced Topics on African American History)
Irel 345 (Topics in International Relations/varies)
Irel 348 (International Law and Organization)
Japn (All language courses, 300-level or above)
Japn (All foreign literature courses)
Lnam (All courses listed as Latin American Studies)
Lnam (All language courses listed as Latin American Studies)
LIT (All courses listed as Literature in Translation)
Mus 217 (World Music Survey)
Mus 219 (African American Music)
Mus 227 (History of Jazz)
Mus 281 (Latin American Music)
Mus 282 (Women's Voices: Heroines, Singers, Composers, Patrons, Writers)
Phil 200 (Philosophy and Gender)
Phil 212 (Multicultural Approaches to the Environment)
Phil 272 (Currents in Latin American Thought)
Phil 275 (Asian Thought: China and Japan)
Phil 303 (Gender and Character)
Phil 305 (Comparative Philosophy: East and West)
Pol 211 (Politics of Eastern Europe and Russia)
Pol 212 (Politics of the Third World)
Pol 214 (The Politics of South Africa)
Pol 215 (Asian Politics)
Pol 216 (The Politics of the Middle East)
Pol 217 (African Politics)
Pol 219 (The Politics of Latin America)
Pol 242 (Islamic Fundamentalism)
Pol 316 (Pan-Arabist and Pan-Islamic Movements)
Pol 318 (Topics in Comparative Politics)
Pol 328 (Topics in American Politics)
Pol 339 (Comparative Nationalism)
Pol 340 (World Politics)
Pol 345 (Topics in International Relations)
Pol 348 (International Law and Organization)
Pol 353 (Topics in Political Theory)
Pol 355 (Family Structure and Political Theory)
Pol 358 (Political Thought)
Psyc 195 (Cross-Cultural Psychology)
Psyc 205 (Stereotypes, Prejudice, and Discrimination)
Psyc 295 (Cross-Cultural Psychology)
Psyc 340 (Psychology of Women)
Relg 115 (Religious Approaches to Existence)
Relg 200 (Religious Questions in Cross-Cultural Perspective)
Relg 207 (Religion in Contemporary America)
Relg 210 (Topics in Comparative Religion)
Relg 217 (Religions of Asia)
Relg 218 (Religions of the Middle East)
Relg 222 (Classics of Asian Thought: Indian and Islamic Traditions)
Relg 223 (Asian Thought: China and Japan)
Relg 240 (Religious Perspectives on Environmental Issues)
Relg 242 (Religions of Indigenous Peoples)
Relg 250 (Introduction to Islam)
Relg 275 (Female Images of the Divine)
Relg 276 (Female Religious Images in Asia)
Relg 278 (Introduction to Buddhism)
Relg 279 (Hindu Religious Tradition and Narrative)
Relg 306 (Greek and Roman Religion)
Soan 201 (Introduction to Japanese Thought and Society)
Soan 210 (Principles of Social Organization)
Soan 211 (Ethnography)
Soan 212 (Introduction to Chinese Culture and Society)
Soan 215 (Japanese Thought and Society)
Soan 217 (Sociology of Work)
Soan 221 (Peoples and Cultures of Modern Africa)
Soan 231 (Histories and Cultures of Latin America)
Soan 240 (Deviance)
Soan 242 (Maya Cultures and Histories)
Soan 251 (Cultural Ecology)
Soan 252 (Race, Love, and Conquest)
Soan 261 (Cultural Anthropology)
Soan 271 (Technology and Human Values)
Soan 272 (Latin American Popular Culture)
Soan 275 (History of Social Thought)
Soan 280 (Sociology of Gender)

Soan 281 (Gender Issues in China and Taiwan
Soan 282 (Art, Ethnography, Museums)
Soan 285 (Social Structure and Culture through Film)
Soan 295 (Law, Culture, and Society)
Soan 302 (Sexuality and Society)
Soan 321 ("Our Americas")
Soan 330 (Urbanization)
Span (All language courses, 300-level or above)
Span (All foreign literature courses)
Span 355 (Play Production in Spanish)
Womn 252 (Introduction to Women's and Gender Studies)

Off-Campus Programs

Program in Greece and Turkey
International Internship/Study-Abroad
Program in Paris, France
International Internship/Study-Abroad
Program in Santiago, Chile

ACM Programs
Arts of London and Florence
Czech Program
Florence Program
India Studies
Japan Study
London and Florence: Arts
Russia Semester
Studies in Latin American Culture and Society
Tanzania Program
Tropical Research Program
Urban Education Program
Urban Studies Program
Zimbabwe Program

Senior Studies

A senior studies course acts as a culminating experience in the student's major. The course emphasizes writing and speaking and encourages integration of the methods and content explored in the major. Students must fulfill this requirement, for which courses are specially designated within their major department. Senior theses, research projects, and creative projects may also be used to fulfill the senior studies requirement with permission of the department chairperson. Seniors who do not pass this requirement may not graduate.

Students who have more than one major must satisfy the senior studies requirement in each of their majors. Students may complete two separate senior studies courses or choose from one of the following options: (1) an interdisciplinary two-credit senior thesis that is satisfactory to both departments or (2) any two-credit combination of a senior seminar, senior thesis, research project, and/or creative project.

Juniors may enroll in a senior studies course and fulfill the requirement with the permission of the instructor. This requirement may be not be completed during the freshman or sophomore year.

PROGRAMS FOR FRESHMEN

The General Education Curriculum begins with the College's Freshman Studies Program, which was established to create a special, intellectually engaging atmosphere of close interaction between first-year students and their teachers. For a full description of this program, see Freshman Studies under course listings.

Special Freshman Courses

All departments in the College offer courses of an introductory nature that are intended primarily for freshmen and are listed and described under the various departments. All courses designated at the 100 level are recommended for freshmen, and many courses at the 200 level are open to freshmen without prerequisites or special permission. In addition, the College offers a number of courses or sections of courses that are open only to freshmen. Classes are smaller in size than most regular courses to allow for more concentrated instruction and to facilitate discussion. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, oral communication, and basic mathematics. The College recognizes the importance of good communication skills. Accordingly, the College is committed to teaching writing as a central concern in a liberal arts education throughout the curriculum. Basic writing skills are the main topic in English 100 (English Composition). Freshman writing skills are assessed to determine whether enrollment in this course is appropriate.

Richter Apprentice Scholar Program

The Richter Apprentice Scholar Program is designed to provide unusual intellectual opportunities to a small group of outstanding students early in their College lives. Begun in 1988 through a generous grant from the Evalyn Elizabeth Cook Richter and Paul K. Richter Memorial Funds, this program fosters a strong commitment to the life of the mind and encourages students to consider careers in research and teaching. Students' experiences have inspired participants to take full advantage of the enriching opportunities, ranging from independent study to senior theses, offered at Lake Forest. During the spring of their first academic year, students take a special interdisciplinary seminar, "Ways of Knowing," that explores how various academic disciplines in the social sciences, humanities, and natural sciences approach knowledge. Throughout the course, students are exposed to ideas found throughout a liberal arts education. In the summer between the first and second years, Richter scholars are employed for 10 weeks as apprentice scholars working one-on-one with a faculty member. The students act as junior collaborators, joining the faculty in its research. Through this work they develop the ability to do independent research in a particular field as well as an appreciation for its conceptual framework. As the Richter scholars live and work together, participating in a weekly faculty-student colloquium in addition to their individual research, they become a community of peers providing encouragement and support for each other's present and future intellectual and research endeavors. Students are selected through their applications to the program during the admissions process. Enrollment in the spring-semester Richter seminar and participation in summer research with faculty mentors are contingent on satisfactory fall-semester academic performance (normally a minimum GPA of 3.25). Those not initially selected but showing excellence in their first semester at the College may apply to join the program the fall semester.

FIELDS OF STUDY

Lake Forest College maintains major and minor fields of concentration in both traditional academic departments and interdisciplinary programs. Departmental majors and minors permit depth of study in particular disciplines, while interdisciplinary programs encourage students to draw connections among distinct bodies of knowledge and areas of inquiry. A major represents significant course work leading to substantial knowledge and competence in a given field; a minor entails less course work and is designed to produce basic knowledge and competence in a given field.

Students may declare up to two majors and one minor or up to one major and two minors. Students declaring a major and a minor must complete course requirements in both major and minor fields. Students who choose three major/minor areas may not select more than two in the same division. Upon successful completion of a minor, the student will have it recorded on his or her transcript. No student may receive more than 15 credits in any department.

The Major

Students may choose a major from 18 departmental fields or from a number of formal interdisciplinary majors designed by the College and supervised by faculty committees. In all cases, students are expected to declare a major by the end of the sophomore year and to make significant progress toward the completion of that major during the junior year. Every major will also include a culminating senior studies requirement, ordinarily a senior seminar or a senior thesis. Students declaring a double major must complete course requirements in both major fields. It is possible for some courses to be counted toward both majors. However, the second major must consist of at least five separate courses, ones that do not double count, and at least three of these five must be at the 300 or 400 level. Majors may be pursued in the following departments and interdisciplinary programs (noted with an asterisk).

*American Studies
*Area Studies
Art
*Asian Studies
Biology
Business
Chemistry
*Communications
Computer Science
Economics
Education
English
*Environmental Studies
French
German
History
*Independent Scholar
*International Relations
*Latin American Studies
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Sociology and Anthropology
Spanish

The Minor

Students may declare a minor any time before they graduate but are not required to declare a minor for graduation. The minor must consist of at least four separate courses, ones that do not double count. Minors are offered in the following departments and interdisciplinary programs (noted with an asterisk).

*African American Studies
*American Studies
*Area Studies
Art
*Asian Studies
Biology
Business
Chemistry
*Communications
Computer Science
Economics
English
French
German
History
*International Relations
Japanese
*Latin American Studies
Mathematics
*Metropolitan Studies
Music
Philosophy
Physics
Politics
Psychology
Religion
Sociology and Anthropology
Spanish
Theater
*Women's Studies

Interdisciplinary Studies

The College encourages interdisciplinary approaches to knowledge and supports majors and minors that seek to draw connections among traditional academic disciplines. Typically, interdisciplinary majors and minors permit more flexibility in course selection while challenging students to assume greater responsibility for course selection and the integration of knowledge.

Interdisciplinary majors are available in American Studies, Area Studies, Asian Studies, Communications, Environmental Studies, Independent Scholar, International Relations, and Latin American Studies. Interdisciplinary minors are possible in African American Studies, American Studies, Area Studies, Asian Studies, Communications, International Relations, Latin American Studies, Metropolitan Studies, and Women's Studies.

EXPERIENTIAL LEARNING

As part of its mission to prepare students "to become responsible citizens of the global community," Lake Forest College encourages and enables its students to participate in a significant learning experience that connects academic work with the world beyond the campus. The College aims to provide its students both with a sound education in the basic liberal arts emphasizing the crucial skills of critical thinking, reading, writing, and speaking and with the opportunities to apply these skills in real-life situations. This experience can take several forms including, but not exclusively restricted to, study in an off-campus program (either domestic or international), work on an internship, and a service learning exercise that is part of the assigned work of a Lake Forest College course.

INDEPENDENT SCHOLAR PROGRAM

An independent study experience is the primary component of the Independent Scholar Program, which enables qualified and motivated students to design and pursue an individual degree program in the junior and senior years, focusing on a particular topic or theme rather than on a single academic discipline.

Independent Scholars may have unique interdisciplinary majors or traditional ones (or a combination). Among the topics that Independent Scholars at Lake Forest College have examined in recent years are sports management, ancient Mediterranean civilizations, graphic design, business theory, medieval studies, lighting design for the theater, metaphysics, and feminist theory.

The Independent Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the program lies with students, beginning with presentation of their case for admission to the program. Applications are accepted from second-semester sophomores or first-semester juniors.

The Independent Scholar Program is a program for outstanding students; all students must complete a senior thesis or project and an examination in the major. Not subject to the normal limitations for tutorials and research projects, Independent Scholars are encouraged to include extensive independent study in their major. They are expected as well to fulfill the ideals of a liberal arts education. Their program advisors do not need to be members of the Independent Scholar Committee.

INDEPENDENT STUDY

Independent study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of regular courses. A student may engage in independent study for credit, given the availability and approval of a faculty member competent in the chosen subject matter.

A total of seven independent study credits, including internships, may count toward graduation. Students are expected to arrange each independent study program before the end of the previous semester. A written proposal signed by the relevant faculty member is submitted to the Dean of the Faculty for review. Proposal forms and detailed information may be obtained from the Registrar's Office. The following are four basic types of independent study: tutorial, research project, senior thesis, and creative project.

Tutorial

A tutorial is a directed reading course on a special topic not covered in a regularly offered course. Students meet regularly with the faculty supervisor to discuss the readings and are normally assigned a number of short papers. Recent tutorials have dealt with such topics as orchestration and composition, biology of dinosaurs, advanced Portuguese, and computer graphic design. Students may take one tutorial a year following the first semester of their freshmen year, for a total of four tutorials.

Research Project

A research project is more specialized and usually more advanced than a tutorial, requiring greater independence and originality on the part of the student. Students conduct scholarly research with a view to producing substantial work in the form of a term paper or report. Among recent projects undertaken were studies involving exploring multilingual education, biochemistry of polyamines, advanced research in child development, and global marketing. Juniors and seniors are eligible to undertake research projects. A maximum of four research project course credits is allowed toward graduation, no more than two in a semester and no more than three in a year.

Senior Thesis

A senior thesis is original scholarly research undertaken in the student's senior year, usually over two terms. The research culminates in a formal written dissertation and oral examination that is evaluated by a faculty committee. Outstanding theses are awarded Distinction at graduation. Senior theses may be undertaken for one or two course credits; normally two course credits will not be awarded in the same semester.

Creative Project

A creative project is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative project credits are limited in the same way as tutorials; senior projects in studio art may be approved for a maximum of two course credits.

SUMMER SESSION

Director: Mr. George Speros

The Lake Forest College Summer Session is open to college students, advanced high school students, and community residents. Nearly all courses are taught by regular Lake Forest College faculty. Two summer school terms are offered. Session I, a three-week term, begins in mid-May. Session II, a seven-week term, begins in early June. Schedules and registration forms for the course offerings may be obtained in the Registrar's Office.

All students must complete a Summer Session application and registration form and make a deposit for each course for which they register. Currently enrolled students must obtain an advisor's signature on their registration forms. Community residents or students enrolled at other institutions may apply to the Summer Session by completing a Summer Session application, making the required deposit, and sending an official transcript or letter of good standing from a current academic institution. Advanced high school students must complete a Summer Session application, make the required deposit, and arrange for a high school counselor to submit a letter confirming that the applicant is capable of college-level course work. Admission to the Summer Session does not constitute admission to the regular program at the College.

Independent study during the summer is normally restricted to internships. In order to have a summer internship, a student must submit a preliminary application to the Director of Summer Internships no later than the Friday one week prior to commencement. Other independent studies (e.g., tutorials or research projects) may be approved in exceptional cases, but only if it can be demonstrated that a student's academic program makes that work a necessity. Such requests are to be submitted to the Registrar's Office for approval by the Dean of the Faculty before the end of the Spring semester.

COMMUNITY EDUCATION FOR ADULTS

Director: Ms. Carol Gayle

Lake Forest College takes a special interest in serving the adult community of the North Shore through the Community Education Program. Regular course offerings of the College are open to members of the community for credit and many may be audited. In addition, the College welcomes adults from the community onto its campus for the stimulating lectures, plays, discussions, and concerts that are part of the rich cultural environment provided for students.

The College provides special academic counseling for adult students. People who meet the established admission requirements may take courses for college credit in individually tailored programs on a part-time or full-time basis.

For more information regarding tuition, registration, and schedules, please call or visit the Community Education Office in Young Hall 222, telephone (847) 735-5083.

PRE-PROFESSIONAL AND CAREER PREPARATION

Lake Forest College recognizes the advantages of joining the ideals of a liberal arts education with pre-professional and career preparation. The College therefore offers its students a number of pre-professional opportunities.

Cooperative Degree Program

Professional schools recognize the importance of the liberal arts tradition. Students specializing in narrow fields can bring to their studies not only a fundamental knowledge of the subject but also a sense of broader ethical concerns and a flexibility of mind that the liberal arts college fosters. With these goals in mind, the School of Engineering of Washington University (St. Louis) set up a cooperative degree program with Lake Forest College. In this program, students spend their first 3 years of college studies at Lake Forest and then go on to Washington University for a further two years to complete training. Students must complete all of the General Education Curriculum requirements of Lake Forest College except the senior studies requirement.

Dual-Degree Program in Engineering

Advisor: Mr. Scott Schappe

Lake Forest cooperates with the Sever Institute of Technology, at Washington University (St. Louis), in a program designed for students who plan to become professional engineers but who also desire a rigorous liberal arts education. With an enhanced background in the social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The program requires each participating student to complete 24 course credits (at least 20 taken at Lake Forest College) before going on to the Sever Institute of Technology in the School of Engineering and Applied Science at Washington University for the final two years of study. Admission to the final two years of the program is at the discretion of Washington University.

Students accepted into the engineering dual-degree program must complete an Approved Program Withdrawal form in the Dean of the College Office before leaving the Lake Forest campus to enter Washington University.

The student will receive a Bachelor of Arts degree from Lake Forest after earning a Bachelor of Science degree from Washington University. The Lake Forest College degree will be a B.A. with no major specified, unless all requirements for the major (including the senior studies requirement) have been met at Lake Forest College.

The exact selection, combination, and sequence of courses to be taken at Lake Forest College, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. While at the College the student must register as a major in mathematics, computer science, or one of the natural sciences. The chairperson of the major department must certify that the student has completed at least three-fourths of the major requirements at the College.

The minimum requirements are a B average, with no transfer of credit for courses with grades lower than C-, and a formal recommendation from Lake Forest College. For further details regarding requirements, options, and course work at Washington University, students should consult with the program advisor at Lake Forest College.

Early consultation with the program advisor is vital in order to formulate and undertake the most appropriate course schedule. The recommended core of courses include the following: Math 110, 111, 210, and 214 (Calculus, Multivariable Calculus, and Differential Equations); Chemistry 110, 111 or Chemistry 120, 121 (General Chemistry or Principles of Chemistry and Introduction to Laboratory Research); Physics 120, 121 (General Physics); and Computer Science 112 (Introduction to Structured and Object-Oriented Programming). The Biomedical Engineering program requires Biology 210, 221, and 340 (Organismal Biology, Cellular and Molecular Biology, and Animal Physiology) in addition to those courses listed above.

Five courses in the humanities and social sciences, including two in one field, with at least one at the 300 or 400 level and no more than two courses in performing or studio art.

The remaining courses are to be drawn from the sciences, humanities, and social sciences at the discretion of the student and the advisor.

Education

Advisor: Ms. Shelley Sherman

Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered. A major in education is available only in conjunction with another major. Details are given in the course listings.

Law

Advisor: Mr. Richard Fisher

The pre-law advising program helps students decide whether a legal career is the best profession for them. Students receive close personal attention and advice and have the opportunity to participate in events related to the law professions. The pre-law advisor offers counsel on applying to law schools and on the range of law schools most suitable for each student. There is no specific pre-law pattern of course work at Lake Forest College; a well-rounded, challenging four-year course of study in the liberal arts and all major undergraduate fields are appropriate training for future lawyers. A pre-law society visits area law schools, participates in regional and national mock trial tournaments, hosts visits by law professionals and law school officials, provides support for students taking the LSAT, and engages in other activities related to careers in law.

Medicine

In addition to each student's chosen academic advisor, special health professions advisors are available to provide guidance and information. Students preparing for careers in medicine, dentistry, or veterinary medicine may major in any academic field, provided that their courses of study include the necessary science courses to ensure adequate preparation for the professional schools of their choice. Generally, these required science courses include a minimum of one year in biology, two in chemistry, and one in physics. In addition to each student's chosen academic advisor, members of the Health Professions Advisory Committee are available to provide advice and information relevant for premedical, pre-dental, and pre-veterinary students. During the student's junior and senior years, the committee provides assistance with the professional school application process.

INTERNSHIPS AND OTHER OFF-CAMPUS STUDY OPPORTUNITIES

Study opportunities in off-campus settings have enriched the curricular and extracurricular options of Lake Forest students for many years. Students who have taken advantage of such opportunities have gained new perspectives and fresh ideas. Off-campus study may take a student abroad, to other parts of the United States, or no farther than the City of Lake Forest. The College directly operates some of the programs described below. In most of the other programs the College is a sponsoring institution.

Off-Campus Study in the United States

Internship and practicum opportunities for off-campus study in the Chicago area and elsewhere in the United States are plentiful. Nearly half of

all graduating students earn credit for an internship or practicum through a well-established program that takes advantage of the College's location near a great metropolis. The Associated Colleges of the Midwest, a consortium of 14 distinguished liberal arts colleges to which Lake Forest College belongs, operates six domestic programs in the humanities, social sciences, and natural sciences as well as a large number of study-abroad programs. The College cooperates with American University in offering a Washington Semester Program.

By means of program leaves and a special arrangement with nearby Barat College, Lake Forest students may enroll in courses at other academic institutions. For further information regarding program leaves, see below.

Internships and Practicums

Internships taken for credit at Lake Forest College are off-campus learning experiences integrated into the academic program. Although the specific nature of internship experiences will vary, internships should clarify for students the relationship between traditional liberal arts study and the use or expansion of knowledge in nonacademic settings. Students are eligible to apply for an internship following the completion of two years of course work. Under the internship program, students work for academic credit in businesses, social and governmental agencies, and other institutions both in the Chicago area and elsewhere during either semester of the academic year and during the summer term. A description of the program, *Guidelines to Internships and Practicums*, is available from the Registrar's Office.

Most internships and practicums have been developed under the auspices of the departments of economics and business and politics. The departments of psychology, sociology and anthropology, art, mathematics and computer science, biology, chemistry, history, English, philosophy, and theater have also participated significantly in the internship program. Students interested in pursuing an internship should contact the Departmental Internship Liaison of the pertinent department and the Director of College Internships to begin the application process. Each academic department may establish its own application deadline. In order to have a summer internship, a student must submit a preliminary application to the Director of Summer Internships no later than the Friday one week prior to commencement.

Students may count up to 3 internship credits toward graduation, not including foreign internship credit. A maximum of 2 credits will be awarded for each internship and will count toward the maximum of 15 credits allowed in any discipline. These courses are graded only on a Credit/D/Fail basis. In order to participate in an internship, a student must have a C average in all prerequisite courses and may not be on academic probation.

In recent years, students have worked and studied for the Chicago Historical Society, the Museum of Contemporary Art, the Chicago Board of Trade, Prudential Securities, the Department of Housing and Urban Development, Marriott Corporation, IBM, the City of Chicago, Great America, the Chicago Bears, the Governor's Office of Consumer Affairs, Second City Theatre, the Consulate General of Mexico, and the Art Institute of Chicago, among many other organizations.

Program Leaves

A student may enroll during the Fall or Spring semester for one course at another institution while remaining registered for three courses at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed with a grade of C- or better in each course, and the credits are transferred to Lake Forest College, the student will be reimbursed for the per-course cost of the tuition at the other institution up to the per-course cost of tuition at Lake Forest College for the same period.

Barat College

Lake Forest College joins with nearby Barat College of DePaul University in offering certain programs jointly and in coordinating offerings in some academic departments. Both colleges are on the semester system, which facilitates cross-scheduling. Lake Forest students travel to Barat, one mile away, primarily for additional course work in the creative arts: dance, ceramics, and photography. Barat students register at Lake Forest primarily in the sciences: biology, chemistry, and physics. Barat College also offers lectures and cultural programs to which Lake Forest students are invited. With advisor approval, a full-time student at Lake Forest may register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted if the course is completed with a grade of C- or better. Such registrations are made at the Lake Forest Registrar's Office at the usual time of registration. Students are not normally allowed to take courses at Barat that are offered at the College or courses numbered below 100. For the purposes of graduation requirements, academic probation, and academic suspension, Barat courses count as transfer credit and do not count toward the GPA.

Course work at Barat College for which a full-time student registers will be considered a part of the total Lake Forest College course load and will be billed in accordance with the statements under the section titled Undergraduate Tuition and Expenses.

Cooperation with American University: The Washington Semester Program

Advisor: Mr. Paul Fischer

For qualified junior and senior students, this program is offered in cooperation with American University in Washington, D.C. The program, available in either fall or spring, provides an opportunity to learn from Washington's many resources, including the nation's policymakers. Washington Semester students earn a full semester of credit by participating in an internship (two credits), writing a research paper or taking an elective course (one credit), and attending a seminar in one of these areas (one credit): national government, public law, economic policy, foreign policy, international business and trade, international environment and development, journalism, justice, museum studies and the arts, and peace and conflict resolution. Internship placements are with Congress, executive-branch agencies, the media, interest groups, research organizations, or museums. Students have seminars with government officials and political party leaders, and attend sessions of Congress and committee hearings.

Because the program is intended to enhance students' college education, participating in it and selecting among its options must make sense within a student's concrete educational objectives. Since most of the work takes place outside of the classroom, applicants must demonstrate a high ability to perform consistently and responsibly in situations that demand that they work on their own initiative. The minimum GPA for applicants is 2.5. An essay and two faculty recommendations are required as part of the application. The application deadline is February 1. For purposes of graduation requirements, academic probation, and academic suspension, the Washington Semester Program counts as transfer credit and does not count toward the GPA.

ACM Programs in the United States

Lake Forest College is a member of the Associated Colleges of the Midwest (ACM), a consortium of 14 distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of the University of Chicago. By working together these colleges have greatly expanded the off-campus study opportunities available to their students in the United States. Most Lake Forest students who participate in these programs do so during their junior year.

These programs are intended to enhance the collegiate experience and should make sense in terms of students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations that demand that they work on their own initiative. Students on academic probation or judicial citation normally are ineligible.

Each ACM program is represented by an on-campus faculty advisor. A list of these advisors is available in the Dean of the Faculty Office and from the Study-Abroad Coordinator. Students may obtain applications for an ACM program from the appropriate advisor. These applications must first be submitted to the Lake Forest College ACM/Consortium Committee for an initial selection process. If approved at this stage, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the College committee reserves the right to limit their availability in order to maintain the integrity of on-campus programs. Funding restrictions also apply. Although rising sophomores may be eligible to apply, qualified juniors and first-semester seniors will receive priority in the selection process. The application deadline for all programs is February 1 unless earlier as indicated. Applications will not be accepted after that date. For purposes of graduation requirements, academic probation, and academic suspension, ACM credit counts as Lake Forest College credit.

Chicago Arts Program

Advisor: Ms. Karen Lebergott

The Chicago Arts Program is a 15-week semester of urban art immersion. While living in Chicago, in addition to attending a wide range of cultural events, students meet and work with local artists and arts professionals in part-time internships, on Independent Study Projects and in two courses: the Core seminar, Negotiating the Artworld, and an elective Special Topics seminar or studio-based workshop. Possible internship placements include but are not limited to: museums and galleries, artists' studios; theater and dance companies, recording studios and popular music venues; literary organizations and publications; film and video production companies; architecture firms; arts education and community outreach organizations and with graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities. Length of Program: late August to mid-December, or late January to mid-May. Enrollment: 30 students . (fall), 20 students (spring). Eligibility: advanced sophomores, juniors, and seniors. Credit:16 semester hours. Application Deadlines: Fall—February 1, Spring—October 1.

Newberry Library in the Humanities

Advisors: Mr. Christopher Reed (fall), Mr. Richard Mallette (spring)

One of America's great research libraries provides the setting and resources for this program. Students attend interdisciplinary seminars taught by visiting professors and also have the opportunity to meet with resident scholars and library staff. In the fall seminar, students write a major research paper based on the Newberry's collections in the humanities. In addition to the semester-long fall seminar, students may enroll in one-month seminars during the winter and spring. Administered by ACM, the Newberry Library Program is also recognized by GLCA. Length of Program: late August to December (fall seminar), January to May (short-term seminars). Enrollment: 15 to 25 students (fall seminar), 8 to 15 students (short-term seminars),

Eligibility: Exceptionally qualified sophomores, juniors, and seniors. Credit: 16 semester hours (fall seminar); equivalent of one course (short-term seminars). Application Deadlines: Fall seminar—February 1; Short-term Seminars—October 1.

Oak Ridge Science Semester

Advisor: Mr. Robert Glassman

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. Guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff enriched enrich the academic program. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA. Length of Program: August to December. Enrollment: 20 students. Eligibility: Upperclass majors in biology, chemistry, physics, geology, mathematics or social sciences. Credit: 16 semester hours. Application Deadline: February 1

Urban Education

Advisor: Ms. Shelley Sherman

The Urban Education Program offers term or semester student teaching internships, a summer sequence of courses leading to bilingual or English as a Second Language (ESL) certification, and an intensive one-month course in January on multicultural and global awareness. Chicago offers exceptional opportunities for students interested in education and educational issues. The diversity of communities served by Chicago schools provides a rich setting in which interns learn from working with people who represent cultures and languages from all over the world. The variety of educational programs operating within the metropolitan area also enables students to work in virtually any kind of school.

Placements are made in public, private, or alternative schools, and students can work in traditional or progressive, city or suburban, multilingual or monolingual, regular or special education, magnet or neighborhood schools. Seminars focus on the social, political, and economic factors that influence systems as well as

the impact of schools on students, teachers, and communities. Coaching and supervision emphasize collaborative approaches for developing effective teaching strategies.

The course entitled "Dimensions of Multi-culture", offered during the January interim explores the meaning of cultural identification and its impact on children's learning. It also serves candidates for bilingual certification, foreign students wanting to develop a deeper understanding of American cities, and a broad range of students interested in expanding their understanding of other cultures. Length of Program: Student Teaching-semester, term or multi-block; bilingual/ESL-semester or term; Dimensions-January interim; Eligibility: Any currently enrolled student; those seeking certification are expected to have fulfilled their college's prerequisites for student teaching. Credit: Equal to an equivalent period on the home campus. Application deadlines: Summer Term-February 1; Fall Term—February 1; January Interim—October 1; Winter Term—October 1; Spring Term—October 1.

350 Foundations of Bilingual Education

Examination of the rationale, history, and issues surrounding bilingual education, along with issues of first and second language acquisition as related to bilingual education. Topics studied include legal, historical, and social perspectives of bilingual education; principles of language development in the bilingual child; models on bilingual programs; U.S. minority cultures and the bilingual classroom; and bilingual learners in relationship to mainstream classrooms. Supervised field experience required.

351 Theoretical Foundations of Teaching English as a Second Language

Investigation of the impact of sociological, psychological, and cultural phenomena on language learning. Topics include hypotheses of first and second language acquisition, differences between children and adults in second language acquisition, and an examination of sociocultural, linguistic, and psychoeducational variables that affect language learning and school performance. Supervised field experience required.

352 Methods and Materials for Teaching English as a Second Language

An introduction to the teaching of English as a Second Language (ESL). Survey of methods and materials that address reading, writing, listening, and speaking skills for elementary, secondary, and adult learners in ESL settings. Applications are made within language and content area instruction. Topics include an historical overview of ESL techniques, Total Physical Response, storytelling, the role of grammar, teaching pronunciation, and the use of journals. Supervised field experience required.

353 Assessment: Oral and Literacy Skills Development

An introduction to assessment instruments and procedures used in bilingual and ESL programs. A study of the basic tenets of testing and assessment including review, evaluation, and administration of various testing instruments; examination of techniques of whole language evaluation; and informal and alternative assessments. Supervised field experience required.

354 Dimensions of Multiculture and Global Awareness

An exploration of the meaning of cultural identification and its impact on learning. Students participate in a series of workshops dealing with the histories and differences in cultural characteristics of specific groups of people from around the world and investigate a number of Chicago's ethnic neighborhoods with the assistance of knowledgeable resource persons. Topics include the development of culture consciousness, effects of culture on teaching and learning, skills and tools of cultural analysis, comparison of immigrant and American mainstream cultural patterns and values, and current world issues and their relationship to cultural understanding. Supervised field experience required.

Urban Studies

Advisor: Mr. Paul Fischer

Chicago is a quintessential American city that was founded on economic exchange, grew with America's westward expansion, became the hub of Midwest economic and political power and continues to illustrate the best and worst of American society. The Urban Studies Program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a Core Course and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Foremost, the Urban Studies Program develops the skills

necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America. Length of Program: early September to mid December, or early February to mid May. Enrollment: 50 to 60 students (fall); 35 to 45 students (spring) eligibility: sophomores, juniors, and seniors. Credit: 16 semester hours or the equivalent. Application Deadlines: Fall-February 1; Spring-October 1.

Wilderness Field Station
Advisor: Mr. Brian Frey
The ACM Wilderness Field Station, located in Northern Minnesota on remote Low Lake in the Superior National Forest, offers an exceptional opportunity for direct observation of Northwoods nature. Courses take advantage of the serene surroundings through field research, canoe trips, and outdoor learning situations. Students in all disciplines can benefit from this experience of nature through the Northwoods Experience, an interdisciplinary course that allows students to explore a variety of environmental and cultural issues in the area. The science courses are at the heart of the field station and often include aquatic biology, animal behavior, ornithology, and behavioral ecology of vertebrates. These courses may fulfill distribution requirements for non-majors. The base camp's laboratories, herbarium and library enable students to supplement their fieldwork with formal scientific study. Other electives such as writing and landscape painting may be available. There is an independent study option as well. Participants take one course during a 4-week session, and there are two sessions each summer. Length of Program: mid June to mid July; mid July to mid August, or both. Enrollment: 24 to 32 students per session and eight students per course. Many courses have no prerequisites and may satisfy the general education biology or science requirement at some colleges. Credit: 4 semester hours or the equivalent each session. Application Deadlines: Regular-February 1.

STUDY ABROAD

Lake Forest College believes deeply in the value of study abroad and many of its students pursue such study, especially during the junior year.

The College has several study-abroad programs of its own. The oldest of these permits students to spend half a semester in Greece and Turkey after a period of study on campus. Lake Forest College also sponsors International Internship/Study-Abroad Programs in Paris, France, and in Santiago, Chile. The College also offers a marine biology program in the Bahamas in alternate years.

The Associated Colleges of the Midwest, a consortium of 14 distinguished liberal arts colleges to which Lake Forest College belongs, operates a rich array of study-abroad programs on four continents for which Lake Forest students are eligible to be considered.

With prior permission of the Academic Appeals Board, students may also receive academic credit for study abroad programs sponsored by other accredited institutions. See Program Leaves under Internships and Other Off-Campus Opportunities. The Study-Abroad Coordinator, Ms. Jan Miller, makes available to students information about high-quality non-Lake Forest programs and students interested in study abroad should consult her no later than the beginning of the Spring term of the year preceding their proposed study.

Although most students go abroad for a single semester, a student may petition the Academic Appeals Board for permission to spend an entire junior year abroad. The board may grant such an appeal when the proposed program provides significant enhancement of the student's academic program and meets each of the following conditions: (1) it must be consistent with a liberal arts education; (2) it must provide academic opportunities clearly unavailable at the College; and (3) there must be good reason for thinking that the educational benefits will be significantly enhanced by a two-semester duration. Students must apply no later than the beginning of the Spring term of the year preceding their proposed study.

Upon approval by the Committee on Off-Campus Programs, Lake Forest College enters into a limited number of consortium agreements with selected institutions in order to make it possible for students on financial aid to retain their aid while studying off-campus. Students are urged to review "Procedures and Guidelines for Students Applying for an International Study Consortium Agreement," which is available on consultation with the Study-Abroad Coordinator. While studying abroad, students are required to have health insurance levels that must include evacuation and repatriation coverage. A plan is available through the College. The application deadline is February 1.

Grades earned by a student on a consortium agreement program may be treated differently from regular transfer credit and are subject to individual review. For the purposes of graduation requirements, academic probation, and academic suspension, credits received through Lake Forest College-approved consortium agreements do not count toward the GPA.

Study-abroad programs meet the GEC breadth requirements when applicable and the GEC Cultural Diversity Requirement.

Lake Forest College Programs Abroad
Programs offered by Lake Forest College are planned and directed by members of the College faculty. Each program runs one semester and credit is awarded by the College.

A student becomes a participant in one of these programs on acceptance by the department or supervisory committee pertinent to the particular program and with the concurrence of the Dean of the Faculty. Principal considerations used in determining admissibility to a program include evidence of academic motivation and promise of satisfactory academic work; usually an average of B- or better; reason to believe that the student will benefit from the program; and the applicant's major interest and reason given for wanting to join the program. Students on academic probation or judicial citation normally are ineligible.

Each applicant must present the following documents: completed application form including parental signature, waiver, and medical report; letters of recommendation from members of the teaching faculty who are familiar with the academic work of the applicant; and a letter of reference from the Dean, Associate Dean, or Assistant Dean of the College.

All parts of the application are due by the deadline indicated on the form. Forms for parental signature, waiver, and medical report may be obtained from the program director or from a member of the appropriate supervisory committee. No applicant will be accepted into a program until all of the conditions are met. Completed applications will be evaluated as they come in; decisions on late applications will therefore be made last. If the group of applicants is larger than the number who can be admitted, preference will be given to majors and upperclassmen. Freshmen and last-term seniors are ineligible. (Exceptions must be approved by the Academic Appeals Board.)

Students accepted into a Lake Forest College off-campus program may be required to confirm their acceptance by making a nonrefundable deposit.

Cost of participating in a program includes tuition at the regular Lake Forest College rate; travel to and from the location of the program; an excursion fee for field trips when applicable; lodging and meals; and books and incidental expenses, including individual travel.

International Internship/Study-Abroad Program in Paris, France
Advisors: Mr. Jean-Luc Garneau, Ms. Cynthia Hahn, Mr. George Speros
The Paris program aims to provide the student with in-depth exposure to French society and culture through a combination of work experience and classroom instruction. The program is scheduled for the Fall semester each year. Students must be at the junior or senior level, demonstrate French language proficiency, and have a solid academic background in their major field(s). Students are normally expected to have a B- average (2.67 GPA). The 15-week program is composed of three parts: (1) a two-course-credit internship in a for-profit or not-for-profit organization or government agency (in areas such as management, marketing, finance, advertising, museology, education, personnel, public relations, government, or research); (2) a one-course-credit study of French language; and (3) a one-course-credit seminar in French society and culture. To enhance their exposure to another culture and develop fluency in French, students will normally live in French homes.

Careful advance planning is crucial. Interested students should consult the advisors listed above for application forms. Students should also discuss their interest in the program with their academic advisors.

International Internship/Study-Abroad Program in Santiago, Chile
Advisors: Ms. Lois Barr (Chairperson), Mr. David George, Mr. George Speros
The program in Santiago, Chile, aims to provide the student with in-depth exposure to Chilean society and culture through a combination of instruction at a local university and work experience. The program is scheduled for the Fall semester with classes being offered for Lake Forest College students at the Universidad Diego Portales (UDP) in

Santiago. Students must be at the junior or senior level, demonstrate Spanish language proficiency, and have a solid academic background in their major field(s). Students are normally expected to have a B- average (2.67 GPA). The 15-week program is composed of three parts, two at UDP, (1) a one-course-credit study of Spanish language and (2) a one-course-credit study of Chile in the twentieth century; part (3) is a two-course-credit internship in a profit or nonprofit organization. Internship opportunities for qualified applicants are available in computer science, banking, marketing, education, journalism, management of technology (from theoretical training to industrial application), international relations, and scientific research. Additional opportunities are sought when students' preparation and interests so warrant. To enhance their exposure to another culture and to develop fluency in Spanish, students will normally live with Chilean families.

Students who would like to apply should see the advisors listed above for application forms. Likewise, students should discuss their interest in participating in the program with their advisors. Careful planning is crucial.

Program in Greece and Turkey

Advisory Committee: Mr. Louis Lombardi (Chairperson), Mr Richard Fisher, Mr. Pericles Georges, Ms. Janet McCracken, Mr. Ahmad Sadri

Since 1970 the College has offered an interdisciplinary humanities program in Greece and Aegean Turkey designed to provide sophomore and junior students, regardless of major, with an opportunity to live and study in a foreign culture.

The information below reflects recent programs. Travel plans are subject to change, for logistical and financial reasons as well as in response to local conditions.

Offered in the Spring, the program in Greece and Turkey incorporates three sequential four-week courses that use historical and archeological sites and museums as classrooms to study the ancient Aegean world from the Minoan to the Byzantine periods. A prerequisite course (GKCV 201) is offered in January and February prior to the on-site courses. Thus students can earn up to four credits. To be eligible for acceptance in the program, students must have at least sophomore standing, good academic records (normally B- or better), and references and have completed GKCV 201 or at least two courses in the combination of art history and ancient history or classical literature.

Interested students are encouraged to submit an application form by May 1 so that it can be considered in an early review. The final deadline for application is October 31. Application forms are available from the advisors listed above.

201 Ancient Greece: Life, Thought and the Arts

Spring (January-February)
(7.5 week intensive course)
An interdisciplinary introduction to the legacy of ancient Greece from the Homeric Age through the Classical Period. Class discussion of selections from Greek poets, playwrights, historians, and philosophers integrated with slide lectures examining art and archeological remains in historical context. Since this course runs for 7.5 weeks during the first half of the Spring semester, the periods during which withdrawals are permitted and refunds are given are each half of the corresponding periods for 15-week courses. A student may take no more than three course credits in other courses while enrolled in this class.

202 Greece in the Bronze Age

Spring (March)
The Minoan and Mycenaean cultures studied through archeological sites and museum materials on Crete and in the Peloponnese. Periods of study based in Herakleion and Návplion, alternated with periods of group travel-study at Minoan sites on Crete and Santorini and Mycenaean sites in the Argolis. (Cross-listed as Art 202 and Sociology and Anthropology 202.)

203 Greece in the Classical-Roman Ages

Spring (April)
Periods of study in Athens, Delphi, Corinth, and Olympia, supplemented by group travel-study at other sites of the Classical to Roman periods such as the island of Delos and the Ionian coast of Turkey. (Cross-listed as Art 203 and Sociology and Anthropology 203.)

204 Greece in the Byzantine-Medieval Ages

Spring (May)
Periods of study in locations such as central Greece (Osios Loukas, Daphni, Meteora, Athens), the Peloponnese (Mistra, Monomvasia), northern Greece (Philippi, Thessaloniki), and Turkey (Ephesus). (Cross-listed as Art 204 and Sociology and Anthropology 204.)

Marine Biology

The Biology Department offers a Marine Biology program (Biology 382) during the Spring semester that includes a visit to a tropical marine biology field station. The program consists of two components: (1) during the regular semester, students attend lecture and laboratory meetings on campus; (2) when the regular semester ends, students embark on a two-week, off-campus visit to the Bahamas Field Station, San Salvador, Bahamas. Emphasis at the station is placed on examination and identification of marine organisms coupled with investigations of the habitats they occupy throughout the intertidal zone including deep-water sites on the outer margins of barrier reefs. Students also complete short-term research projects focusing on unique aspects of the tropical marine environment. Prerequisite: Biology 210, 220. Credit: One course credit. Applications must be received by October 31.

ACM Programs Abroad

Lake Forest College is a member of the Associated Colleges of the Midwest (ACM), a consortium of 14 distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of the University of Chicago. By working together these colleges have greatly expanded the study-abroad opportunities available to their students. Most Lake Forest students who participate in these programs do so during their junior year.

These programs are intended to enhance the collegiate experience and should make sense in terms of students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations that demand that they work on their own initiative. Students on academic probation and/or judicial citation are usually ineligible.

Each ACM program is represented by an on-campus faculty advisor. A list of these advisors is available in the Dean of the Faculty Office and from the Study-Abroad Coordinator. Students may obtain applications for an ACM program from the appropriate advisor. These applications must first be submitted to the Lake Forest College ACM/Consortium Committee. If approved at this stage, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the College committee reserves the right to limit their availability in order to maintain the integrity of on-campus programs. Although rising sophomores may be eligible to apply, qualified juniors and first-semester seniors will receive priority in the selection process. Funding restrictions also apply. The application deadline for all programs is February 1 unless earlier as indicated. Applications will not normally be accepted after that date. For purposes of graduation requirements, academic probation, and academic suspension, ACM credit counts as Lake Forest College credit.

Central European Studies Program in the Czech Republic

Advisor: Ms. Carol Gayle

Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of East and Central Europe. The program is based at Palack? University in Olomouc, the historic capital of Moravia. Students from many disciplines can benefit from intensive language training and course work, field trips to major Central European cities, independent research, and housing among Czech students in university dormitories. Courses cover Central European history, contemporary socio-political issues, and Czech literature and culture. Administered by ACM, Central European Studies is also recognized by GLCA. Length of Program: September to December. Enrollment: 15 to 20 students. Eligiblity:Juniors and seniors. Credit:16 semester hours or the equivalent. Application Deadline: February 1

Costa Rica: Studies in Latin American Culture and Society

Advisor: Mr. William Moskoff

Studies in Latin American Culture and Society (fall only) is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Course

work in language, literature, geography, anthropology, politics and cultural change enables students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and enjoy personal involvement in the daily life of a Latin American community. Length of Program: late August to December. Enrollment: 25 to 30 students. Eligibility: sophomores, juniors, and seniors, with at least two years of college level Spanish or equivalent. Credit:16 semester hours. Application Deadlines: Regular—October 1, Final—February 1.

Costa Rica: Tropical Field Research Program
Advisor: Mr. William Moskoff
The Tropical Field Research Program (winter/spring) is designed for advanced work in the natural and social sciences. Independent research in the humanities is also encouraged. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor. Length of Program: late January to May. Enrollment: 24 to 27 students. Eligibility: Juniors and seniors with prior course work in the discipline in which they propose to do research, plus at least one year of college Spanish (two years are recommended). Credit:16 semester hours. Application Deadlines: Regular-February 1; Final October 1.

Florence
Advisor: Mr. Christopher Reed
The Florence Program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance Languages and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture. Length of Program: late August to December. Enrollment: 25 to 30 students. Eligibility: Juniors, and seniors. Prior Italian language recommended. Credit:16 semester hours or the equivalent.Application Deadlines: Regular-October 1, Final-February 1

India Studies
Advisor: Ms. Catherine Benton
The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. Beginning in mid-July, students participate in a five-week orientation session that includes language study and exploratory work on an independent study project. At the end of August, the India Studies program participants move in with Indian host families in Pune, a city that is at once both traditional and highly industrialized, offering students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. While there, students enroll at Tilak Maharashtra Vidyapeeth for an academic session, where they continue language instruction, choose four other courses and complete their independent study projects. Additionally, students enjoy field trips, which can include nearby cultural sites such as the Ajanta and Ellora caves and the pilgrimage to Pandharpur. A variety of extracurricular activities, such as dance, yoga, weaving, and batik, can be arranged. Length of Program: mid July to mid December. Enrollment: 10 to 15 students. Eligibility: any currently enrolled student may apply, though priority is given to those who will be juniors or seniors. Credit: Equivalent to one extended semester of work on the home campus (18 credits). Application Deadlines: February 1.

Japan Study
Advisor: Mr. George Speros
Students study at Waseda University's International Division in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although a term or semester option is also available. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA. Length of Program: late August to June (academic year), mid-September to late December (fall term), mid-September to early February (fall semester), early April to late June (spring semester) Eligibility: Sophomores, juniors, and seniors with a minimum 3.0 GPA. No Japanese language study required for acceptance, but at least one semester or term of Japanese must be completed before departure. Credit: Equal to an equivalent period on the home campus. Application Deadline: February 1

London and Florence: Arts in Context
Advisor: Mr. Richard Mallette
The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature and theater as well as Italian language. Visits to museums, galleries, theaters, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence (3 semester credits). For Lake Forest College students, the extra cost of this course overload is approximately one-ninth of the lake Forest College tuition. This fee is the responsibility of the participant. This policy that allows students on the Dean's List to take a fifth course without additional charges does not apply to ACM courses. Length of Program: late January to May. Enrollment: 50 students (25 begin in London, 25 in Florence). Eligibility: sophomores, juniors, and seniors. Credit: 16 semester hours. Application Deadlines: Regular-February 1, Final-October1.

Russia Semester
Advisor: Ms. Carol Gayle
The enormous political, social and economic changes taking place in Russia provide a fascinating environment for this program, and the Kuban region program site provides a particularly rich environment for understanding the changing nature of Russian life and the issues of national identity which accompany these changes. The program combines intensive study of the Russian language with a course about Russian society. Students live with Russian families and the combination of home stays, field trips and individual projects provide for maximum exposure to contemporary Russian life. The program is based at Kuban State University in Krasnodar, a regional center of one million people; the city's relatively relaxed atmosphere permits more contact between Americans and Russians than is usually found on programs in Russia. In addition, little English is spoken in Krasnodar, providing students increased opportunity to develop their Russian language skills. Administered by ACM, the Russia Program is also recognized by GLCA. Length of Program: late August to December. Enrollment: 20 students. Eligibility: One year Russian language. Credit: 16 semester hours. Application Deadline-February 1.

Tanzania
Advisor: Mr. Paul Orogun
The Tanzania program offers undergraduates a unique opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the University they take courses in intensive Swahili, human evolution and the ecology of the Serengeti while developing a field project. For the next six weeks, students live in tent camps and pursue individual field projects in the Serengeti/Ngorongoro area before returning to the University for final work on their projects. The program is physically and academically demanding; only well-qualified students will be selected. Length of Program: late July to mid December. Enrollment 20 students. Eligibility: juniors and seniors. Credit: 16 semester hours. Application Deadline February 1.

Zimbabwe Program
Advisor: Mr. Paul Orogun
Located on the University of Zimbabwe campus in Harare, the interdisciplinary Zimbabwe Program addresses the challenges of building a modern independent nation and focuses on development issues in Southern Africa. ACM and University of Zimbabwe faculty members offer courses in cultural and society, political and economic development, and Shona language. Students also complete an independent field project under the guidance of program staff or university faculty. During the optional May Block (4 semester credits), they can pursue an internship, additional language study, or

an individual research project. Family stays in Harare and Bulawayo offer students the opportunity to live with Zimbabweans, participate in community life, and interact with Zimbabwe's two main ethnic groups, the Shona and the Ndebele. The academic program is enriched by a short stay in a rural area and other field trips. For Lake Forest College students, the extra cost of this course overload is approximately one-eight of the Lake Forest College tuition. This fee is the responsibility of the participant; the policy that allows a student on the Dean's List to take a fifth course without additional charge does not apply to ACM courses. Length of Program: early January to late April, optional May Block. Enrollment is 20 to 25 students. Eligibility: Advanced sophomores, juniors, and seniors. Credit:16 semester hours or the equivalent. Application Deadlines: Regular-February 1; Final-October 1.

THE GRADUATE PROGRAM IN LIBERAL STUDIES

Professor Rosemary E. Cowler (Director)

Professor Robert Glassman

Professor David Krantz

Professor D. L. LeMahieu

Associate Professor Carol Gayle (Associate Director)

Associate Professor Ron Miller

Associate Professor Christopher Reed

Assistant Professor Rosalind Carey

The Graduate Program in Liberal Studies is designed for those who have completed a bachelor's degree and who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of topics that illuminate the world of the twenty-first century. Interdisciplinary in nature, graduate education in the liberal arts is based on the assumption that beyond the technical competence required for certain tasks, people need the breadth and wisdom that have traditionally been fostered by the liberal arts. It is no longer possible, if it ever was, to complete a liberal education in four undergraduate years; a truly liberal education, which includes the ability to integrate knowledge from various fields, is the task of lifelong learning. The program leads to a Master of Liberal Studies (*M/LS*) degree.

At the heart of the M/LS program is a series of interdisciplinary seminars, team-taught by faculty members representing different disciplines. The emphasis in these specially designed seminars is on integrating the approaches of the three broad areas of the liberal arts curriculum, the social sciences, the physical sciences, and the humanities, rather than on acquiring specialized knowledge in one of them. The aim of the program is to foster the ability to integrate knowledge from several fields and to deal with major questions in light of the wisdom afforded by a broad knowledge of the liberal arts.

Graduate liberal arts education appeals to a broad audience. Business people have found that a graduate liberal arts program provides a perspective that helps them make better decisions and deal more effectively with the issues they face in a world that is rapidly changing. Today's marketplace often calls for flexibility in thinking and responding to current issues rather than for intensely specialized knowledge.

Teachers enroll in graduate liberal studies programs as an attractive alternative to further graduate work in education or in a single academic discipline; they find that the broad concerns of a nondisciplinary master's program more closely match their needs. That current educational emphasis is being placed on interdisciplinary learning and teaching reinforces this perception.

Adults pursuing advanced study for their own enrichment and pleasure choose graduate liberal arts education as an alternative to a self-directed program of reading or to a series of unrelated adult education courses. These students find that they receive a carefully organized, coherent approach to further learning in association with other adults who share similar interests.

GRADUATION REQUIREMENTS FOR THE MASTER OF LIBERAL STUDIES

For the Master of Liberal Studies (*M/LS*) degree, a student must complete nine course credits. After taking eight course units (normally four interdisciplinary seminars and four electives), the student may choose between two options for the final, ninth credit: either a substantial master's project (a research or creative undertaking) or another, ninth, course and an expanded term paper, from that course or an earlier one. Candidates must earn a grade of B or higher in all elective courses to have them count toward the degree. While a grade of C is considered passing in the interdisciplinary seminars, a student who receives a C in the initial seminar must earn a B in another interdisciplinary seminar before undertaking elective courses. An overall average of B or higher is a requirement for the master's degree. Incompleted course work given an I by the instructor for appropriate reasons must be cleared within one year; after that, the grade will be recorded permanently as NC (No Credit), without affecting the student's grade point average.

A full-time course load for graduate students at Lake Forest College is four courses per year, but M/LS students are not required to take any minimum number of courses a year to remain in the program. Part-time students are encouraged. Since most of the participants in the M/LS program hold full-time jobs or have other responsibilities, graduate students typically take one course per semester during the regular school year, with the possibility of taking summer school courses as well. There is no penalty for not taking a course each term and there is no arbitrary limit on how long a person may take to finish the program.

Interdisciplinary Seminars

The interdisciplinary seminars at the core of the M/LS program center on important issues viewed from the perspectives of several scholarly disciplines. These seminars are team-taught by faculty typically representing the humanities, the social sciences, and/or the physical sciences, with additional faculty often brought in for their special expertise. Students enrolled in the M/LS program are expected to take one of the interdisciplinary seminars during their first term at the College. In a term when no interdisciplinary seminar is offered, the student may, with the permission of the M/LS Committee, begin the program with an elective course, but no student will be granted admission to candidacy until having successfully completed an interdisciplinary seminar.

The seminars meet once a week for a semester (15 weeks) and carry four hours of graduate credit. Requirements for the seminar include a substantial research paper on a topic related to the subject of the seminar, chosen by the student in consultation with the instructors. The interdisciplinary seminars listed below have been offered in past years. Additional seminars on new topics are added to the curriculum frequently.

510 Darwin: His Impact on His World and Ours

Darwin and Darwinism are studied not only by an examination of the scientific and social scientific concepts of evolution and the worldview that Darwinism replaced, but by such ramifications of this new perspective as the religious response to Darwin's theories; the ways in which social science and popular thinkers used the prestige of scientific theory to justify contemporary business practices; the impact of Darwinism on literature (realism and naturalism); scientific developments since Darwin and the manner in which the study of genetics has confirmed and modified Darwin's theories; and the new sociobiology, the genetic and cultural-evolutionary determination of human behavior.

514 Public Policy and the Environment

The seminar will examine a number of important matters: the historical background of current environmental issues; alternative ways of conceiving of the relationship of humankind and the natural world; the complex issues created by the need to reconcile environmental with other social goals such as economic growth and the development of energy resources; consideration of international law and organization as a means of protecting the ozone layer and preventing global warming; and analysis of the consequences of population growth.

516 The Idea of Law

Universal and crucial as is the idea of "law," the concept can mean different things in different contexts and applications. For example, is the term used the same way in the natural and social sciences? How does "natural" law differ from "positive" law? While literature does enlarge our understanding of law in these several senses, how do letters, as well as the other arts, themselves reflect their own "rules"? And do new theories of literary criticism along with chaos theory, so current, challenge older assumptions of order and meaning?

518 Intellectual Revolutions of the Turn of the Century

At the beginning of the new century, it is illuminating to look back at the intellectual revolutions associated with the turn of the previous century, which shaped so much of the culture of our time. In the unsettled years around 1900 new aesthetic visions emerged in the arts, while intellectuals and scientists developed radically new ways of thinking about the natural and social worlds and about human nature. These amounted to a series of profound intellectual revolutions that worked their way down into the general consciousness in the years after World War I. Against the background of *fin de siecle* intellectual malaise, we will examine the contributions of major thinkers who have had decisive influence on our worldview, including Freud, Einstein, social thinkers, and avant garde artists and writers who helped create the new sensibility of modernism.

520 The Mind and the Brain

The brain has been called an amazing "enchanted loom." Can our knowledge of the physical brain help us understand our thinking selves, our emotions, and other mental processes and, conversely, can a good understanding of the human mind (rational, spiritual, and creative) illuminate our study of that physiological brain? How do personality and intellect develop over one's life? How does the brain develop, and how might this marvelous organ of consciousness have evolved? Will its capabilities ever be duplicated by computers? Do we have inborn "social instincts"? Further, we shall examine intelligence assessment; psychological and medical approaches to mental illness (with case studies of selected individuals such as Hitler and Woodrow Wilson); gender differences; and the processes of seeing and hearing, bodily movement, memory, sleeping, dreaming, and creativity.

522 The Eighteenth Century: Evolution of a New Worldview

The new scientific climate established by the work of Sir Isaac Newton in the context of the political and economic upheavals at the end of the seventeenth century led to the emerging worldview of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to older values, and then was reinterpreted by a generation of Romantic writers. The age culminated in the great revolutions in America and France, and the modern world had been born.

524 Ways of Knowing

We know many different things but we also know in many different ways. The poet and the biologist know trees in distinctive manners. What is the basis for scientific knowledge? How can we know the past? What kinds of knowledge are the province of literature and the arts? The seminar will explore several of the ways in which we know, concentrating on the scientific, the historical, and the literary.

530 War and Peace: Conflict and Human Nature

War is as old as human history, but it is no older than the profound desire for peace—a duality in human nature that has intrigued writers, philosophers, historians, psychologists, and, more recently, filmmakers. The seminar will provide insights into our complex attitudes toward war and peace as we consider such topics as heroic warfare in the Classical Age (even then challenged); patriotism and the warrior king; World War I in literature, history, and film; gender and war; genocide; the "banality of evil"; the contemporary "humor of despair"; and theories of conflict resolution.

532 Gender in Nature and Society

An exploration of gender in nature and as a socially and culturally constructed category. What are the origins of gender? What are the biological bases for differences between males and females? How does evolution shape gender/sex roles in animal societies? What are the social and cultural bases for differences between males and females? How does gender affect the roles that men and women play in the social and economic world? How, if at all, have gender roles changed in the process of historical development? How does culture construct gender and in what ways can literature and art illuminate aspects of gender? Are there gender-based ways of knowing?

536 Meetings: East and West

Encounters between cultures play a significant role in world affairs, but they are nothing new. Using important exchanges between the East (represented by China and Japan) and the West (Europe and the United States), this seminar examines how cultures form perceptions of each other and how the perceptions, once formed, determine the meanings of the encounters. Among the encounters: Marco Polo's China; Christianity in the East (Matteo Ricci in China, missionaries to Japan); Europe's understanding of Confucianism and the development in the arts of chinoiserie (eighteenth century) and japonisme (nineteenth century); the transcendentalists and the Orient; the adaptation of Western political institutions in Meiji Japan; China's "century of humiliation" by both the West and Japan (1840s–1940s); and interactions between East and West since World War II.

538 Ethics and Life

Do ethical standards emerge from feelings or from reasoning or from abstract principles? Do facts or theories about human nature tell us what kind of people we should be? What are the relations between ethics and law, and self-interest, and religion? Often, we are prompted to face such matters in response to sudden turmoil (e.g., when courts deal with another case of assisted suicide). We can learn much about the demands of ethics through reflection on

difficult cases, but we can miss much as well. Thus, in addition to examining a number of current ethical controversies, we consider fundamental questions of what we should strive for, what kind of people we should be. Reflections on ethics concern not only how we draw the line between right and wrong but what we ought to aspire to in our efforts to lead the good life. Our discussions will be guided by (l) traditional philosophical materials (e.g., Aristotle's *Nichomachean Ethics*, Kant's *Foundations of the Metaphysics of Morals*, and Mill's *Utilitarianism*), (2) contemporary popular and philosophical works (e.g., Bennett's *Book of Virtues* and MacIntyre's *After Virtue*), (3) discussions of principles of biological evolution and brain sciences (e.g., Lorenz's *Civilized Man's Eight Deadly Sins*, Wright's *The Moral Animal*, and Valenstein's *Great and Desperate Cures*), and (4) debates about moral development (e.g., Kohlberg's theory and feminist criticism of this work, as evident in, for example, Noddings's ethics of caring).

540 Cinema and Society
Cinema exerts a powerful influence on society: It not only reflects and comments on social concerns but may actually create them. Through careful analysis of films—classic as well as recent—and related texts, the seminar will explore varying representations of such themes as nation, gender, class, and race from literary, socio-scientific, and artistic perspectives.

542 Images of Human Nature
Our understandings of ourselves—what we are and perhaps what we wish to be—are defined, consciously or unconsciously, by particular images of human nature. Such images and perspectives are themselves shaped by a range of influences from long-time cultural traditions to new ways of thinking created by intellectual "revolutions." Among the various models or definitions of human nature to be examined are the heroic, the mechanistic, the animalistic, and the irrational. Readings for the seminar will be drawn from classical and modern literature, philosophy, religion, and history as well as psychology and other social and biological sciences.

544 Building Chicago
Chicago's story can be traced by examining the unique relationship between its people and the city they built. In 1820, the site contained a fort, a few dwellings, a handful of people, and limited prospects. By 1900, Chicago was the home of the skyscraper and headquarters for many of the nation's largest businesses, with a population close to 2 million at the vital center of the continent. At the beginning of the twenty-first century, the Chicagoland area covers nearly 10,000 square miles, with a population close to 8 million and commercial interests that reach around the globe. By "reconstructing" Chicago and examining its unique architectural achievements, how the city expanded, and why it looks the way it does, the texture of the city's history and culture is revealed.

546 Religion: An Interdisciplinary Approach
Religion has been a cultural universal in the past, and remains a constant in our current societies. Some of the questions that this cross-disciplinary seminar aims to explore are as follows: What is religious experience? How does it interact with other facets of our psychological, sociological, economic, and cultural life? What was its role in traditional societies? What is its future? We shall look at religion from the perspectives of theologians, philosophers, psychologists, and social scientists. Some of the classics we intend to cover include the works of Huston Smith, Abraham Heschel, Rudolf Otto, Sigmund Freud, C.G. Jung, William James, Max Weber, and Robert Bellah.

548 Romanticism: Self and Society
The Romantic era (c1780–1830) is often considered to be a period of revolution, not only in the realm of politics, but also in the realms of literature, music, the visual arts, and the sciences. This seminar examines the evolving relation of self and society through five of the most dramatic decades of modern European and American history. Discussions will include works by such luminaries as Goethe, Rousseau, Blake, Schiller, Byron, Emerson, and Mary Shelley as well as excursions into the fields of music, painting, and science. Assignments include a short paper on either Wordsworth or Coleridge and a long research paper on a topic selected by each student in consultation with the instructors.

54? Latin America: Economies and Cultures
An interdisciplinary study of the historical development of Latin American societies, highlighting the magisterial artistic achievements of Latin American writers and film directors and focusing on the links between economic change (e.g., modernization), socio-political events (e.g., dictatorship and democracy), and artistic production. Part of the focus will also be on economic issues directly bearing on literature and cinema, such as the economic crisis of the 1980s and the market reforms of the 1990s. Literary texts and films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality, but transfigures it. Seminar materials will include readings on economic development, politics, and literature, as well as videos, which will be placed on reserve in Donnelley Library. The format will be lecture/discussion. (The seminar will be conducted in English, but participants may choose to read texts and/or write papers in Spanish or Portuguese.)

Electives
Candidates for the M/LS degree are required normally to take four elective courses. These courses, chosen from the regular Lake Forest curriculum in consultation with the faculty advisor, should represent a number of different disciplines. Electives are selected on the basis of a student's previous academic background and current needs and interests. Only courses at an advanced level will be accepted for graduate credit. Students may, of course, take an introductory-level course to prepare themselves for further work in a particular field, but such a course will not count toward the M/LS degree. In some cases, a student may be asked to do some independent reading in order to prepare for an upper-level course.

In order for an elective course to earn graduate credit, students are required to do additional work beyond that required of undergraduates. The additional or alternative work, an intensification or expansion of the regular work of the course, is to be defined by the instructor according to guidelines established by the M/LS Committee. It is most often an advanced research paper or creative project, or an investigation of subjects beyond the regular syllabus; in either case emphasis should be on the relationship of the material of the course to other fields. Credit toward the M/LS degree will only be given for elective courses in which a student earns a B or higher grade.

Once a student is admitted to candidacy, the M/LS Committee may approve the transfer of graduate courses from an accredited college or university toward meeting the elective requirement. Only those courses in which the student has earned a grade of B or higher and that fit into the liberal arts definition of the M/LS program can be considered for acceptance in transfer. Normally, the Committee will accept in transfer no more than the equivalent of two Lake Forest College graduate courses.

Ninth Credit Options
1) Master's Thesis/Project
The Master's Thesis/Project is an independent interdisciplinary undertaking of some 75–100 pages in length. Whether a research study or a creative effort, its purpose is to demonstrate the student's ability to read or to conceptualize, broadly and intelligently, from a number of different disciplines, to integrate this interdisciplinary understanding, and to draw independent conclusions or to create an artistically cohesive work. In contrast to a conventional master's thesis, the emphasis is not so much on original research in primary sources as on the mastery and integration of disparate materials. The M/LS Committee values the learning experience provided by the final project, regarding it as a capstone for a graduate liberal studies program, and encourages students to choose this option.

The Master's Thesis/Project is a single course unit encompassing both preparation for the work and its completion. During work on the project the student will meet regularly with a member of the faculty who serves as project advisor. Following a preparatory phase of the work, the student will submit a formal project proposal including an extended statement of the problem to be examined, an annotated bibliography, and a statement of how the student plans to proceed on the project. Approval of the prospectus by the M/LS Committee is required. At that time the Committee will appoint an examining committee broadly representative of the disciplines that bear on the topic and these faculty members may be consulted by the student as work on the project progresses. At least two of the members of the examining committee will be members of the M/LS program and at least one will be from the faculty at large.

This final project should be completed in two years. If it is not completed in the allotted time, the student will be given a grade of PR. The student may later reregister (and pay tuition) for the project, with the earlier grade of PR removed from the transcript after successful completion of the project. If the work is not completed within five years after the student's original registration for the project, normally the grade of PR will automatically turn into a grade of NC.

When the project is completed, the members of the examining committee will read the project report and conduct an oral examination of the student. The committee may recommend that the project be accepted or rejected, or that the student do additional work to bring the report to an acceptable level.

2) Ninth Course and Course Paper/Project
This option requires the student to take a ninth course and in addition to prepare an expanded term paper (or creative project) of 35–50 pages. This project may be one done for the ninth course or be an extended version of one prepared for an earlier course. As is true of all M/LS course work, this project should be interdisciplinary in scope. Normally it is to be completed during the semester following the ninth course and evaluated by two appropriate faculty members.

Admission
See under Admissions for information regarding admission to the Graduate Program.

Graduate Tuition and Expenses; Grants-in-Aid

Application Fee	$20.00
Tuition per Course (with grants-in-aid of $500 available)	$2,100.00

Teacher Grants: up to 50% of tuition for full-time elementary and high school teachers

Refund Policy
When students withdraw from the M/LS seminar, refunds will be made according to the following schedule (less a $100 nonrefundable fee):

Seminar Meetings Completed	Refund
1	90%
2	80%
3	70%
4	60%
5	50%
6	40%
7 or more	0%

When students withdraw from elective courses, refunds follow the prorated schedule for regular undergraduate courses. (See Undergraduate Tuition and Expenses.) All undergraduate courses are regarded as beginning on the first day of the term, and the amount refunded diminishes by 10% every week.

All financial policies detailed under Undergraduate Tuition and Expenses apply to the Graduate Program in Liberal Studies.

AFRICAN AMERICAN STUDIES

Associate Professor Mark B. White

Assistant Professor Judy Massey Dozier (Chairperson)

AFRICAN AMERICAN STUDIES MINOR

(No major is currently available.)
Developed by the late Associate Professor in English Dr. Judith Harmon, this interdisciplinary minor, undertaken in conjunction with a regular major, allows students to study the national and international aspects of the African American experience. In addition to the traditional disciplines of literature, history, music, and politics, the focus of this project may also include the areas of biology, communications, economics, philosophy, psychology, or sociology.

The African American Studies minor provides important insights for students planning a career in communications, education, international studies, law, journalism, business, social work, and politics. In addition, this course of study offers the intellectual preparation for those planning to continue their education on the graduate level.

Minor requirements:
AFAM 110
Introduction to African American Studies

AFAM 216
African American Literature I

Three electives selected from courses listed in the program

Independent Research Project to be approved by the African American Studies Committee

110 Introduction to African American Studies
This course provides an overview of African American history and culture. Topics include major events, persons, and issues spanning the period from the African heritage to contemporary times. Students survey the evolution of African American expressive culture in music, literature, film, art, and dance. The course includes lectures, discussions, and video presentations. (Meets GEC Cultural Diversity Requirement.)

216 African American Literature I
A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Cross-listed as English 216. Meets GEC Cultural Diversity Requirement.)

280 African American Communication
This course aims to help students discover and explore what is distinctive about the artistic and strategic communication practices of African Americans. Students examine various modes of discourse including public address, sermons, song, literature, and film within the contexts of African American culture and history. The course includes lectures, discussions, and video presentations. (Cross-listed as Communications 280. Meets GEC Cultural Diversity Requirement.)

310 Introduction to the African Novel in English
A study of the political concerns that motivate a group of African writers and an investigation of the way formal strategies and techniques derived from African cultural traditions shape a hybrid with imported European forms. Readings include Chinua Achebe's *Things Fall Apart*, Buchi Emecheta's *The Joys of Motherhood*, Ayi Kwei Armah's *The Beautyful Ones are Not Yet Born*, Ngugi wa Thiong'o's *Devil on the Cross*, Mariama Ba's *So Long a Letter*. (Cross-listed as English 310. Meets GEC Cultural Diversity Requirement.)

English 217
(African American Literature II)

English 218
(Blues Women in African American Literature)

English 325
(Black Literature of the 1960s)

English 351
(Junior Colloquium: Gender and Literature)

French 401
(Special Studies: The Role of Women in African Literature of French Expression)

History 205
(Sub-Saharan Africa)

History 250
(The American Civil War)

History 255
(African American Autobiography)

History 256
(Race and Racism in America)

History 361
(Advanced Topics in African American History)

Music 110
(Jazz Ensemble)

Music 219
(African American Music)

Music 227
(History of Jazz)

Politics 212
(Politics of the Third World)

Politics 214
(The Politics of South Africa)

Politics 217
(African Politics)

Politics 223
(Urban and Suburban Politics)

Politics 318
(Topics in Comparative Politics: Women in the Third World)

Politics 328
(Topics in American Politics: Race)

Psychology 205
(Stereotypes, Prejudice, and Discrimination)

Sociology and Anthropology 261
(Cultural Anthropology)

AMERICAN STUDIES

Professor Steven Rosswurm

Associate Professor Bernice E. Gallagher (Chairperson)

Associate Professor Siobhan Moroney

Assistant Professor Judy Massey Dozier

Librarian Corrine L. Stevens

American Studies, the oldest interdisciplinary major in American higher education, examines the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a command of the history, literature, and political institutions of the United States and chooses, according to interest, additional studies among the allied fields of art, music, philosophy, religion, sociology, and economics. The aim of the program is not merely for the student to collect course offerings related to the United States from various departments, but to be able to synthesize the American experience.

MAJOR REQUIREMENTS

The major consists of the following 12 courses:

At least one American Studies 200 (topics vary).

One course in American politics.

Two courses in American history; one must be at the 300 level.

One course in American literature.

One course in American art or music.

American Studies 480 Senior Seminar in American Studies (topics vary)

Five other courses, selected with advisor approval, emphasizing American Studies, including independent studies and senior theses when appropriate.

Two courses toward the major must deal with issues and materials related to African American studies.

MINOR REQUIREMENTS

The minor consists of the following seven-course sequence:

American Studies 200 Topics in American Studies (topics vary)

Two courses in American history; one must be at the 300-level.

Two courses in American literature

Two other courses in American subjects at the 200-level or above, selected from American Studies, art, economics, English, history, music, philosophy, politics, religion, or sociology and anthropology, or independent study. One course toward the minor must deal with issues and materials related to African American studies.

200 Topics in American Studies

Topics vary from year to year.

480 Senior Seminar in American Studies

Topics vary from year to year.

200 and 480 Building Chicago: Architecture and a City's Growth (Fall 2001)

No single approach can possibly encompass the immense scope or complex diversity that has marked the development of Chicago as an urban metropolis. It becomes feasible to reconstruct the story of the city, its different stages of growth and myriad of historical, political, literary, and economic influences. We may do so by focusing on the city as a construct and using its architecture as a visible means to launch an examination of the various components of Chicago's constantly shifting profile.

PREVIOUS AMERICAN STUDIES COURSE TOPICS

Race and Racism in America

This course will examine race and racism as subjects of controversy in American history from the interdisciplinary perspective of American Studies. How did the experience of slavery shape American attitudes toward race? What was the legacy of slavery in the post-emancipation years? How has our political and judicial system dealt with race and racism? (Cross-listed as History 256.)

Realism and Modernism
This interdisciplinary course will explore the traditions of realism and modernism in American literary and visual arts between 1865 and 1939. We will examine, in their historical and cultural contexts, representations of American life in fiction, poetry, painting, photography, popular prints, and architecture. Methods of literary analysis and art history will encourage students to think critically about the various capacities of texts, images, and the built environment to give focus to changing perceptions of modernity in America.

America in the 1960s
This senior seminar is an examination of a critical period in American history from the multidisciplinary approach of American Studies using such diverse materials as novels, poetry, biographies, art, music, and descriptions of social, political, and economic conditions. The principal topics covered will be the Civil Rights Movement, the Vietnam War, the counter culture, and the War on Poverty.

211 American Studies in the 1930s
This course is an interdisciplinary exploration of American culture and society in the 1930s. Among the topics to be discussed are political radicalism, federal arts projects, literary movements such a naturalism and modernism, popular culture, labor organizing, and period journals such as *The Partisan Review* and *The New Masses.*

Other past offerings: Mark Twain and His Era, America in the 1890s, Nature in American Life, The Jewish Experience in America, Regions of America.

AREA STUDIES

Professor Ghada Talhami (Chairperson)

AREA STUDIES MAJOR

The Area Studies major offers the opportunity for close study of a region or country outside the United States—for example, Africa, Central Europe, the Middle East, or Russia and the countries of the former Soviet Union. The interdisciplinary approach allows the student to achieve a rich understanding of a society by study of its history, politics, economy, and culture. Students are attracted to the major by intellectual curiosity about other nations and cultures as well as by vocational interests such as careers in the foreign service, overseas business, international organizations, teaching, and governmental or paragovernmental agencies concerned with ecology, health, population, or foreign trade.

Because of the wide range of possible concentrations within the major, each student works out an individual study plan. The study plan must include examination of the following aspects of the chosen area: history, social structure, economy, political system, and culture. Where instruction in the language appropriate to the area is offered on campus, proficiency in that language is required. Each major is required either to write a senior thesis or to complete an approved program of study abroad in the region of specialization. All concentrations within the major require a minimum of 10 course credits, and some require more. Some of these credits may be independent study (tutorials and research projects, including the senior thesis) or may be language courses at the intermediate level or above (beginning with third-semester college-level courses). Study-abroad opportunities include Lake Forest College foreign programs and programs of the Associated Colleges of the Midwest. Students are encouraged to consult with members of the Area Studies Committee regarding appropriate study plans, courses, and foreign programs.

Examples of possible Area Studies concentrations:

African Studies
Combines courses in politics, economics, history, literature, sociology and anthropology, and religion.

European Studies
Combines work in a language (e.g., French, German, Spanish) with courses in history, politics, literature, art, economics, or philosophy.

Middle Eastern Studies
Combines courses in politics, economics, and religion with work in history and sociology and anthropology.

Russian and East European Studies
Combines courses in history, politics, economics, and literature.

AREA STUDIES MINOR

An Area Studies minor requires the same courses for the major listed above, minus the thesis and foreign language requirements. This means seven courses on the history, social structure, economy, political system, and culture of the chosen area of study, such as Africa, the Middle East, or Western Europe. These seven courses, as in the case of the major, may be taken as tutorials or foreign programs of study abroad. The courses are to be chosen in consultation with members of the Area Studies Committee.

ART

Associate Professor Ann M. Roberts
Ancient Medieval and Renaissance Art History.

Associate Professor Christopher Reed
Nineteenth- and Twentieth-Century Art History. *(Chairperson)*

Assistant Professor Christine Bell
Modern and Contemporary Art History.

Assistant Professor Karen Lebergott
Painting. Drawing. Elements of Design.

Lecturer Tom Denlinger
Sculpture. Computer Imaging. Elements of Design.

Lecturer Mary Lawton
Asian Art.

Lecturer Arthur Lazar
Photography.

Lecturer R. Steven Sennott
American Art and Architecture.

The mission of the art department is to lead students to deeper awareness of the role of the visual arts in culture, both historically and in the present moment. Through courses in both art-making and art history, our curriculum fosters skills in critical reading and analysis, in the interpretation of and communication with visual forms, and in the clear expression of ideas through a variety of visual and verbal media. The art history classes investigate the art forms of diverse historical eras and topics, while the studio art classes encourage the thoughtful use of a broad range of techniques to express complex ideas.

Because the visual has been and remains such a central realm of human communication and self-expression, the study of art is an important component of the liberal arts education. Whether in the making of art or in the interpretation of the visual arts, the study of art has much in common with other humanistic disciplines. Art history is, at its core, a branch of history and shares the concerns and methodologies of that discipline, yet it also shares many of the concerns of literary studies in that it often focuses on the self-consciously creative manipulation of themes, symbols, and narrative. Studio art finds its closest parallels in writing courses, for both aim to develop students' creative faculties in relation to the history of the discipline. At the same time, the physical, material qualities of art bring its study and creation close to the procedures in the physical sciences, where knowledge is formed through experimentation with physical materials. This experimental quality in the making and study of art links it to the study of philosophy; indeed, art can be seen as the application of the theories of aesthetics that are the concern of many philosophers. Recognizing the fundamentally interdisciplinary nature of the study of art, the art department welcomes students from across the College to its courses and encourages its own students in interdisciplinary study.

ART MAJOR

Students may major in the department in one of two ways. They may major in art history by taking courses in that area with a minimum of two required courses in studio art, or they may choose to major in studio art, which equally entails the study of art history. The two possible tracks are designated art history and studio art.

Freshmen considering a major in art should sign up for either Art 110 or Art 130, as these are both entry-level courses required of all art majors. Art 130 is a prerequisite for most other studio art courses in the department, except for Art 131 and Art 132. Art history courses numbering 110 and 200 to 224 have no prerequisites; however, majors in the department are advised to take Art 110 early in their programs, as this course improves their skills for later courses.

Art History Track

A minimum of nine credits is required. Art 110 is the first course that students choosing the art history track should take. This course provides a general framework for study of the discipline of art history. It is required for majors. To gain exposure to the processes of visual thinking, students in the art history track must take at least two studio art courses, of which Art 130 and Art 131 are the usual choices.

Courses numbered in the 200 range are usually period surveys, which do not carry prerequisites. These courses cover major periods of Western art history and also offer introductory coverage of non-Western cultures. Art history majors must pass at least three courses from this group.

Courses in the 300 range are more intensive studies of individual problems or topics; students are required to take at least one course at this level.

Art history majors planning to go on to graduate study are advised to acquire a reading knowledge of at least one foreign language, preferably French or German.

To satisfy the Senior Studies Requirement, art history majors will either take a senior seminar or prepare a senior thesis.

Studio Art Track

A minimum of nine credits is required. Art 130 is the recommended first course for students choosing the studio art track; it is a requirement for studio art majors. Studio art majors also take Art 131 and four more studio art courses. Studio majors must also take Art 110 and two other art history courses, of which one must be either Art 218 or Art 360.

To satisfy the senior studies requirement, studio majors will normally take the senior seminar in studio art. Exceptional students may be permitted to undertake a senior project in art.

ART MINOR

As with the major, the art department offers a minor in two tracks. The minor requires six courses. The art history minor requires Art 110, 130, one more studio art course, and three other art history courses; the studio minor requires Art 110, Art 130, one additional art history course, and three more studio art courses.

110 Introduction to the Visual Arts

This course introduces students to the subjects of art history and the questions and methods used in the discipline; the course considers basic issues, such as how one sees and interprets a work of art, but also explores how art is defined and how it works in culture. A principal aim of the course is to give students the opportunity to analyze and write about works of art. This is the recommended first course in art history and is required of majors.

112 Introduction to Visual Communication

This course will examine forms of visual communication outside the traditional fine arts of painting and sculpture. It will concentrate primarily on the history and theory of graphic design, advertising, and propaganda, with consideration of both static and moving images. No prerequisites.

130 Studio Art: Elements of Design

Introduction to basic design problems in various two- and three-dimensional techniques and media. A prerequisite for most other courses in studio art.

131 Studio Art: Drawing

This introductory course exposes the student to a variety of drawing tools and techniques. The course focuses on the development of observational skill and on hand–eye coordination. Students learn the basics of value, line, and composition. The course stresses the development of a visual vocabulary and critical skills to express ideas in extended drawings. All drawing will be done through observation of the real three-dimensional world. Emphasis will be on developing a drawing. Students will participate in group critiques and will be exposed to ideas and techniques through slide lectures.

132 Studio Art: Creative Photography

An introductory course in the techniques and aesthetics of photography, dealing with the fundamentals of camera and darkroom procedures and study of the expressive possibilities of the medium.

150 The Bloomsbury Group: A Study in Intellectual Community

This course focuses on the important early twentieth-century community of British intellectuals known as the Bloomsbury group. Composed of novelists (Virginia Woolf and E. M. Forster), painters (Duncan Grant and Vanessa Bell), art critics (Roger Fry and Clive Bell), an economist (J. M. Keynes), a political activist and commentator (Leonard Woolf), and a historian (Lytton Strachey), Bloomsbury offers an excellent introduction to the range and interconnection of the liberal arts. The course looks at how, through all of its activities, Bloomsbury sought to create new and specifi-

cally "modern" forms appropriate for the twentieth century. Students also consider reasons for the often intense controversies over the group today. (Cross-listed as Freshman Studies 150.)

151 Ideals of the American Home and Suburb
The concept of home and shelter in American culture suggests powerful and sometimes contradictory beliefs about family, work, recreation, nature, and community. In particular, the single-family, suburban house has represented an influential part of the American dream. This course traces how the American suburb changed in shape and meaning from the enclosed, countrylike retreats and elegant neighborhoods of nineteenth-century small towns to the sprawling, uniform, and borderless place of twentieth-century America's "edge cities." Through texts, individual and collaborative projects, critical essays, field trips, and a travel journal, students explore the mythology of the American home and suburb.

202 Greece in the Bronze Age
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as GKCV 202 and Sociology and Anthropology 202. Meets GEC Cultural Diversity Requirement.)

203 Greece in the Classical-Roman Ages
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as GKCV 203 and Sociology and Anthropology 203. Meets GEC Cultural Diversity Requirement.)

204 Greece in the Byzantine-Medieval Ages
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as GKCV 204 and Sociology and Anthropology 204. Meets GEC Cultural Diversity Requirement.)

205 Japanese Art and Culture
The course focuses on the history of Japanese art from neolithic to modern times, with emphasis on the art forms of the major periods and their relationship to social, political, and religious developments. (Meets GEC Cultural Diversity Requirement.)

Art 206 Chinese Art and Culture
This course examines the history of Chinese art from the Bronze Age to the present with emphasis on the major art forms and their relationship to contemporary social, political, and religious development. (Meets GEC Cultural Diversity Requirement.)

210 Ancient Art
Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

211 Medieval Art and Architecture
A survey of European art from the era of Constantine (ca. 400) through the Gothic period, about 1300.

212 Italian Renaissance Art
An introduction to Italian art from the late Gothic period until the Reformation, ca. 1300 to 1600.

215 European Art, 1600–1750
An introduction to European art during the seventeenth and eighteenth centuries.

217 Nineteenth-Century Art
Introduction to art and architecture in Europe and America from the neoclassicism associated with the French and American revolutions to the Impressionist and Post-Impressionist avant-gardes. Course readings emphasize the relationship of art to other social movements. Students tie classroom study to the collections of area museums.

218 Twentieth-Century Art
Introduction to European and American art from Post-Impressionism to Postmodernism. Course readings reveal competing constructions of this history that is still in the making. Students tie classroom study to the collections of area museums.

219 American Art
The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the Colonial period to the present.

220 History of Architecture
Evolution of architectural style and thought from antiquity to the present.

223 Northern Renaissance Art
Arts of the Netherlands, France, Germany, and Spain from ca. 1350 to ca. 1550.

224 The History of Prints
The graphic arts of the Western tradition, from about 1400 to the twentieth century.

225 History of Architecture in the American Landscape
Using the metropolitan landscape of Chicago, this course seeks to engage students with the design problems and cultural implications of planning, patronage, style, and technology that have characterized American architecture and the profession of architect from the seventeenth century to the present. Prerequisite: Art 110 or permission of the instructor.

226 Colonial Latin American Art
This course will consider the arts of Central and South America from the conquest to independence (ca. 1500–1850) and explore the intersections among art, culture, and power in the specific conditions of Colonial Latin America. (Meets GEC Cultural Diversity Requirement)

230 Studio Art: Painting
This course is designed for the beginning student in oil painting. The emphasis in this course is on the description and analysis of the world around us. Students will learn the basics of color theory, color mixing, how to prepare and stretch a canvas, how to use and mix paint, and different techniques for various effects using brushes, rags, and palettes knives. Emphasis will be on value and depth and their relationship to color. Students must have experience in drawing with value. Students will participate in group critiques and will be exposed to ideas and techniques through slide lectures. Prerequisite: Art 131.

231 Studio Art: Figure Drawing
This course is designed to give advanced students an opportunity to develop their ability to draw and interpret the human form. Working from the model, students will explore a variety of techniques including gesture drawing, studies of volume and mass, and contour and cross-contour drawing. Prerequisite: Art 131 or permission of the instructor.

232 Studio Art: Advanced Photography
Advanced work with camera and darkroom. Prerequisite: Art 130 and Art 132 or permission of the instructor.

233 Studio Art: Sculpture
This course explores the nature of sculptural space in contemporary society. Using materials such as clay, plaster, wood, and found materials, students will consider the formal and expressive possibilities of three-dimensional forms and their relationship to the spaces in which they are installed. Prerequisite: Art 130.

235 Mixed Media/Materials and Techniques
This class will focus on the interaction of various media and their application in both two and three dimensions. The class will emphasize a variety of materials and techniques; students will use collage and various other techniques such as monoprinting, transfer techniques, and work with found objects. Emphasis will be on unorthodox methods. Students will work with a variety of materials while developing ideas and exploring visual methods to create formally and conceptually coherent works of art. Critiques and slide lectures will be included. Prerequisite: Art 131.

320 Landscape and Representation
This course explores the many moments in human history when landscape is a subject for representation. Drawing from a wide range of chronological periods and cultures, the course will examine how the natural environment is depicted, for which audiences it is depicted, the artistic strategies by which landscapes are achieved, and the many meanings and associations that accompany the production of landscape imagery. Prerequisite: one art history course or permission of the instructor. (Cross-listed as Environmental Studies 320.)

322 Site, Sight, Insight
This course will explore the concept of the natural in the history of art and in contemporary art making. Students in the course will look at a variety of sites and analyze both verbal and visual responses to them. Topics will include landscape painting, earth art, urban design, landscape, architecture, Native American land use, and many other issues having to do with landscape and human interactions with nature. The class will combine art making with evaluating texts and writing about the natural world. Short field trips to local

sites and a long field trip over spring break to the Southwest required.

325 Women, Art, and Society
This course considers the contributions of women artists to the Western tradition of art making and examines the way art in the Western world has used the figure of woman to carry meaning and express notions of femininity in different periods. Prerequisite: one art history course. (Meets GEC Cultural Diversity Requirement.)

Art 326 Gender, Identity, and Modern Art
From the Victorian Age to the current day, communities of artists and critics have defined themselves in opposition to the dominant norms of maleness and heterosexuality. This course examines two identities invented by the Victorians—"feminist" and "homosexual"—and traces their development in an influence on the visual arts. Prerequisite: one art history course. (Meets GEC Cultural Diversity Requirement.)

330 Studio Art: Painting
Advanced work in painted media. Prerequisite: Art 230.

331 Studio Art: Drawing
Advanced work in the media of drawing. Prerequisite: Art 231.

333 Studio Art: Sculpture
Advanced work in sculptural media. Prerequisite: Art 233.

341 Introduction to Computer Imaging
This course will survey and explore the basic concepts of two-dimensional image-making in the electronic realm. Applications used include Adobe Photoshop, Adobe Illustrator, and QuarkXpress. An important theme will be the use of computer technology to generate visual points of view and to use this technology to express precise thoughts through image and text. Prerequisite: Art 130 and computer literacy.

342 Advanced Computer Imaging
Advanced work in electronic image-making, using Adobe Photoshop, Adobe Illustrator, Dreamweaver, and other applications to explore Internet art forms and interactive Web pages, among other issues. Prerequisite: Art 341.

360 Contemporary Art
Focuses on the art of the late twentieth century, from about 1950 until the present day, to trace the development of contemporary artistic movements and expression.

481 Senior Seminar in Studio Art
The aim of this course is to provide a "capstone" experience for students majoring in studio art. The course allows students to reflect on why one makes art and to develop their own conceptual basis for making art. For 2001–2002, this course will explore art in Chicago and its relationship to current art issues. The course will stress issues that confront the studio artist, including professional practices. Students will divide their time between off-campus visits to Chicago-area museums, galleries, and artist's studios and the classroom. Classroom work will focus on readings and discussions of art practices and issues confronting the contemporary artist as well as on making connections between visits to sites in Chicago and the readings. Students will devise artwork that reflects some of these concerns. Prerequisite: senior standing in the major or permission of the instructor.

485 Seminar: Means and Methods of Art Historians
In-depth consideration of special issues, fields, or topics with careful attention given to questions of methods of investigation and the reporting of research. One option for senior majors to satisfy senior requirement for 2001–2002.

An exploration of some of the principal methods used by art historians in their investigations of the visual arts including historiography, style and connoisseurship, iconography and iconology, social history, and other means of interpretation. Prerequisite: senior standing in the major or permission of the instructor.

490 Internship

492 Senior Project in Studio Art

494 Senior Thesis in Art History

Art Courses Offered Less Frequently

234 Studio Art: Landscape Painting
An outdoor, landscape/nature course involving the student in the observation of nature, transcribed through perceptual data, and resulting in painting and drawing. Prerequisite: Art 131 or consent of instructor.

327 Global Architecture and Urbanism of the Twentieth Century
This course examines twentieth-century architecture and city building in Asia, South and Central America, Eastern and Western Europe, the Arabian peninsula, Africa, and North America. Through local field trips and virtual communication with international architectural firms, the class will consider the issues at play in creating urban environments around the world. Prerequisite: Art 110 and one other art history course. (Meets GEC Cultural Diversity Requirement.)

ASIAN STUDIES

Assistant Professor Shiwei Chen

Assistant Professor Marc Moskowitz (Co-Chairperson)

Lecturer Catherine Benton (Chairperson)

ASIAN STUDIES MAJOR

The major in Asian Studies offers the student a particularly valuable insight into one of the most dynamic and increasingly important areas of the world. The interested student can find within the major a wide-ranging palette of courses dealing with Asia from a variety of perspectives. The Asian Studies major is an interdisciplinary major centering on the language, history, politics, and culture of Asian nations. The major consists of individually tailored study plans, with a minimum of 12 courses taken from the curriculum in Asian Studies. These 12 include a set of required core courses.

Core Courses

History 200
(Origins of East Asia)

History 201
(Modern East Asia)

Religion 222
(Asian Thought: Hindu and Islamic Traditions)

Philosophy 275/Religion 223
(Asian Thought: China and Japan)

Japanese 210, 212
(Intermediate Japanese, Advanced Intermediate Japanese or intermediate level in another appropriate language)

Electives for the Major

Six courses are to be chosen from the following list of courses approved for an Asian Studies major. At least three electives must be at the 300 level or higher.

Art 205
(Japanese Art and Culture)

Economics 470
(Economic Development in the Third World)

History 282
(Modern China)

History 286
(Modern Japan)

History 307
(Topics in East Asian History: Women in Modern East Asia)

History 309
(Problems in Modern Chinese History: Contemporary China since 1950)

Japanese 220/222
(Conversational Japanese I, II)—or comparable level in another appropriate language

Philosophy 110-4
(Introduction to Philosophy: Asian Thought)

Philosophy 305
(Comparative Philosophy: East and West)

Philosophy 275
(Asian Thought: China and Japan)

Philosophy 410
(Major Philosophers)—when appropriate subject is offered

Philosophy 420
(Topics in Philosophy)—when appropriate subject is offered

Politics 212
(Politics of the Third World)

Politics 215
(Asian Politics)

Psychology 195
(Cross-Cultural Psychology)

Religion 217
(Religions of Asia)

Religion 223
(Asian Thought: China and Japan)

Religion 276
(Female Religious Images in Asia)

Religion 278
(Introduction to Buddhism)

Religion 279
(Hinduism and Narrative)

Sociology and Anthropology 201
(Introduction to Japanese Thought and Society)

Sociology and Anthropology 212
(Introduction to Chinese Culture and Society)

Sociology and Anthropology 273
(Chinese and Japanese Religion in Practice)

Sociology and Anthropology 281
(Gender Issues in China and Taiwan)

Courses satisfying the 12-course minimum can be from any discipline. Those currently listed are from the areas of art, language, history, politics, economics, religion, philosophy, sociology and anthropology, and literature including folklore and literature in translation. With the approval of an Asian Studies advisor, independent study (e.g., tutorials, independent research, and the like) may be counted toward the 12 courses necessary to complete the major.

As proficiency in the language of the target area is considered to be virtually essential for effective study within any given concentration in Asian Studies, study in that language is required. Lake Forest College presently offers courses in Chinese and Japanese. In those areas for which appropriate language instruction is not offered at the College, every attempt to acquire proficiency in the target language is strongly encouraged. The student might well be able to acquire proficiency through participation in the consortial programs of the Associated Colleges of the Midwest (ACM) that involve study in the area of special interest; other possibilities may be pursued with the advice of members of the committee. The College recognizes the great value of programs such as the ACM and related programs for study abroad. ACM currently has programs in Japan, India, and Hong Kong.

ASIAN STUDIES MINOR

The minor requires six courses from the Asian Studies curriculum listed above under the major requirements, including two core courses and one course or independent project at the 300 level or above.

Asian Studies 490: Senior Research Project

Independent research plus regular discussions of that research in meetings of students and faculty. (Students registering for a research project over two semesters would register for regular research project credit in the semester without the colloquium.) Open to senior majors and others with permission of the chair.

Asian Studies 491: Senior Thesis and Colloquium

Senior thesis project plus regular discussions of that research in meetings of students and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the colloquium.) Open to senior majors.

BIOLOGY

Professor William Moskoff
Ornithology.

Associate Professor Anne E. Houde (Chairperson)
Behavior. Evolution. Ecology.

Associate Professor Kenneth L. Weik
Botany. Freshwater Ecology. Marine Biology. Electron Microscopy.

Associate Professor William E. Zamer
Animal Physiology. Ecological Physiology. Marine Biology.

Assistant Professor Diana K. Darnell
Developmental Biology. Neurobiology. Anatomy.

Assistant Professor Shubbik DeBurman
Cell Biology. Molecular Biology. Neurobiology.

Assistant Professor Caleb E. Gordon
Ecology. Ornithology. Conservation Biology.

Assistant Professor Karen E. Kirk
Molecular Genetics. Cell Biology.

Lecturer Ann B. Maine
Molecular Genetics. Cell Biology.

Lecturer Laura J. Panko
Vertebrate Paleontology.

Lecturer Lynn C. Westley
Physiological Ecology of Plants.

Laboratory Supervisor Mary Cramer

The Department of Biology offers a broad background in the primary areas of modern biology while encouraging in-depth study in specific areas. A foundation of core courses—a freshman biology seminar, organismal biology, ecology and evolution, and cellular and molecular biology—prepares our majors for advanced courses in these primary areas. Intermediate and advanced course work, including senior thesis research and senior seminars, encourages intensive study in specialized aspects of biology. Each year the Department of Biology offers advanced seminars for senior majors on specialized topics taught through readings in the journal literature. These seminar topics and the faculty who teach them vary each semester, providing both faculty and students a collaborative way of exploring new and rapidly changing areas in modern biology. Department faculty use modern instrumentation and molecular methods in their research, which includes studies of organisms in relation to their environments as well as central questions in cell biology, developmental biology, and evolution. These active research interests influence positively the quality of instruction in our curriculum. The department is thus strong in both laboratory and field components of biology. The department offers students a rigorous training in modern biology as an appropriate preparation for postgraduate studies at medical, dental, and veterinary colleges and for graduate programs in the biological sciences.

Beginning with the core courses, the department faculty encourage independent learning by providing interactive classroom and laboratory experiences in an innovative curriculum. Student independence in learning is fostered by encouraging careful and critical reading of textbooks and journal articles, followed by discussion, debate, lectures, and analytical problem solving. Laboratory experiences are project-based and involve modern laboratory methods.

Biology majors are invited to become involved in research early in their undergraduate careers, beginning with investigative laboratories in the core courses. Advanced students are encouraged to participate in summer and academic-year research with faculty mentors, which often leads to student coauthorship of articles published in international scientific journals. Summer research opportunities are also available for Richter Apprentice Scholars and advanced students. Student-faculty research is presently supported by funds from the College and grants from the National Science Foundation including a prestigious five-year CAREER Award.

In both course work and research, biology majors become familiar with modern methods and instrumentation, including DNA and protein electrophoresis equipment, DNA sequencing and PCR instruments, preparative and ultracentrifuges, computer-controlled UV/visible and fluorescent spectro-photometers, radiotracer methods and liquid scintillation-counting, fluorescence and research-grade light microscopes, and a variety of field equipment, including portable oxygen, salinity, and conductivity meters. A unique facility is the department's Aquatic Animal Laboratory, which houses temperature-controlled aquaria and associated equipment for the maintenance of marine and freshwater animals.

More than 20 microcomputers are available to biology students for course- and research-related applications in computer graphics, image analysis, desktop publishing, bibliographic searches, multimedia-assisted learning, Genbank analysis, Internet access, and Web site design. Additional computer support is available through the microcomputer laboratories located in the Johnson Science Center adjacent to the Department of Biology.

Increasingly, the Department of Biology is taking advantage of Chicago-based educational and research opportunities available to students. Of particular note is the laboratory component of Evolution (Biology 389), which focuses on ornithological research projects via collaborations with research scientists at the Field Museum of Natural History. Students in Marine Biology (Biology 382) also make use of resources available at Chicago's John G. Shedd Aquarium.

In addition to the biology major, the department offers courses designed to acquaint non-science majors with the principles of biology as they relate to broader issues. Non-major courses that meet the GEC Natural Science Requirement include Biology 104, 105, 106, 108, 109, and 181.

BIOLOGY MAJOR

Students who matriculated to the College prior to Fall 1998 should refer to the 1997–99 Catalog for major requirements. Students who matriculated to the College in 1998 and later should adhere to the following major requirements.

The minimum requirements for a major in biology are eight biology courses, two semesters of general chemistry, one semester of mathematics, and a minimum cumulative grade average of C in those courses counted toward the major. Details follow.

Biology Core Seminar 110-114. Each seminar meets Freshman Writing Requirements.

Three core courses in biology, to be taken in the following sequence: Biology 210, 220, and 221. (On a case-by-case basis, students may take the core courses out of sequence, but students will need to obtain permission to do so. Thus, freshmen who have a strong desire to enroll in the Cellular and Molecular Biology core course may do so depending on their abilities and preparation.)

Three 300-level courses in biology from at least two of the following subject areas: Cellular and Molecular Biology, 320, 322, 324, 352; Organismal Biology, 340, 342, 346, 348. Ecology and Evolution, 344, 370, 375, 382, 383, 389. Two of the three courses must include a laboratory component.

A senior studies course. For non-thesis students: either a senior seminar (topics change each semester) or an advanced research methods course that will be offered occasionally depending on enrollments and demand by students (e.g., Biology 441). For students engaged in senior thesis research: one course credit of Biology 492, Independent Research Colloquium, and one course credit of Biology 494, Senior Thesis.

Two semesters of General Chemistry with laboratory (Chemistry 110, 111 or 120, 121) to be taken concurrently with a Freshman Biology Seminar (110-114) and the Organismal Biology core course (210) and to be completed by the end of the sophomore year.

One course in mathematics; either Mathematics 110 or 150 is required and must be completed by the end of the sophomore year.

In courses to be counted toward the major (biology, chemistry, and mathematics), students must maintain a minimum cumulative grade average of C to qualify for a degree in biology.

Biology majors who anticipate applying for admission to medical and graduate schools should consider scheduling additional courses in calculus or statistics, organic chemistry, and physics.

More information is available in the Handbook for Biology Majors. Handbooks are distributed to new majors and minors each year. Copies are also available in the office of the Biology-Chemistry secretary.

Concentrations in the Major

Students interested in a concentration in Cellular and Molecular Biology are encouraged to select the following courses in addition to the biology core: 320, 322, or 324; 340, 342, or 352; plus an appropriate 400-level senior seminar, an advanced research methods course, or a senior thesis research topic. Organic Chemistry (Chemistry 220, 221), and Biochemistry (Chemistry 300) are highly recommended.

Students interested in a concentration in Ecology and Evolution should select from the following courses: 340, 344, 370, 375, 382 or 383, 389, plus an appropriate 400-level senior seminar, and advanced research methods course, or a senior thesis research topic. Credit may also be earned toward the major by participating in the ACM field biology programs in Costa Rica and northern Minnesota described elsewhere in this catalog.

Students interested in a concentration in Marine Biology should select from the following courses: at least one of 320, 322, 324, or 352; 340 or 370; 342 or 344; 382; plus an appropriate 400-level senior seminar, an advanced research methods course, or a senior thesis research topic. Credit may also be earned toward the major by participating in summer programs of study in marine biology as approved by the Department of Biology.

MINOR

The biology minor consists of the following requirements: Biology Core Seminar (110-114), 210, 220, 221, and two 300-level biology courses; or 210, 220, 221, and three 300-level biology courses.

Note that Chemistry 110 and 111 are corequisites for the Biology Core Seminars (110-114) and the Organismal Biology core course (210).

COURSES FOR NON-MAJORS

Courses in the series 100-109 are appropriate for students who wish to fulfill the GEC in natural sciences. Course titles listed here may change in 2002–2003. Students are urged to consult the latest online catalog for new titles. Not applicable toward the major or minor. Prerequisites: none.

104 Human Genetics

An introduction to the inheritance of human characteristics. The nature of the genes, structure and function of chromosomes, developmental genetics, and the relationship between genes and human disease are discussed. Cloning, genetic engineering, and gene therapy are also covered. Three hours per week.

105 Public Health

Food poisoning outbreaks, strains of antibiotic-resistant bacteria, and the rise of infectious diseases including AIDS and TB have brought new awareness and the realization that public health is not just a concern of Third World countries. These and other topics including environmental factors that influence health, vaccine schedules, and how antibiotics work will be covered. Lectures, discussion, and student group projects. Three hours per week.

106 Food

American culture is obsessed with food, but what do we really know about food? This course will explore multiple biological aspects of food. The course will begin with basic nutrition and then study diets, vitamins, and other supplements to determine if they really work. The biological, genetic, and environmental aspects of disorders such as obesity, anorexia, diabetes, heart disease, and cancer will be examined. The safety of food has become a greater concern in society due to genetic engineering, irradiation of food, use of pesticides, and food-borne illness such as "Mad Cow" and *E. coli*. These risks will be studied. The course will conclude with an exploration of the effects of meat- or grain-based diets on the environment.

108 Environmental Worldviews

An introduction to a range of topics in environmental biology including, but not limited to, global climate change, endangered species, ozone depletion, population biology, and acid rain, from an international point of view. The course will include independent student research projects, interviews, videos, and an international panel of guest speakers. The class will consist of discussions, debates, and mini-lectures; some field trips are possible. Two meetings per week.

181 Environmental Biology

People generally agree that the world is changing, but there is no consensus on whether these changes are good, bad, or neutral for humans, other species, and the planet. This course will use a small foundation of scientific concepts and principles to help us examine a range of potentially threatening issues (population growth, pollution, global warming, resource depletion) and look for possible long-term sustainable solutions. Class will consist of discussions, debates, and short lectures. Intended for non-science majors, two 80-minute classes per week. Prerequisites: none.

MAJOR/MINOR COURSES

These courses are intended for students who intend to pursue a major or minor in biology as specified in a previous section.

Biology Core Seminars

The Biology Core Seminar is the first course in a series of required courses for the major and minor. Students select one seminar to satisfy the Biology Core Seminar requirement. The seminar format of these courses encourages active participation and informed discussion. Although the topics may change from year to year, the basic emphases in each seminar remain the same: study skills, information retrieval and use of technology, oral and written communication, scientific method, introduction to primary research literature, and critical thinking. Seminars listed below may not be available in 2002–2003. Students should consult the most recent catalog supplement for available titles. Three to four hours per week; satisfies Freshman Writing Requirement. Corequisite for all seminars: Chemistry 110.

110 Biology Core Seminar: Twenty-first Century Biotechnology

An evaluation and study of recent advances in animal cloning, focusing on issues of genetic diversity, evolutionary fitness, cloning ethics, and science and the media. A possible hands-on exercise in cloning plants is planned as an avenue to emphasize the scientific method.

111 Biology Core Seminar: Biology of Sex and Gender

An examination of the biology of sex and gender, including topics such as the evolution of sex, sex determination and differentiation, parthenogenesis, sex ratios, sex change, sexual selection, and mate choice.

113 Biology Core Seminar: What's Up? Life in the Forest Canopy

Much of the diversity of life is all but out of sight in the treetops. From the cathedrals of old-growth conifers of the Pacific Northwest to the rich mosaic of the Amazon rain forest, crowns of trees rooted in the earth capture energy, create organic matter, make oxygen, and fashion natural toxins that we use as medicines. But treetops also are home for a myriad of ferns and birds, bromeliads and bats, and orchids and insects, and exist as one of the last ecological frontiers on earth. The course includes local field trips.

114 Biology Core Seminar: Disease around the Globe

Exploration of the distribution, consequence, and cellular mechanism of disease around the world. Specific topics will be chosen by the students but might include sickle cell disease in Africa, cholera in South America, heart disease in North America, malaria in Asia, or Tay-Sachs in Eastern Europe.

BIOLOGY CORE SEQUENCE

Biology 210, 220, and 221 make up a core sequence in general biology for students pursuing the major or minor in biology. Weekly schedules in 210 and 220 will consist of a total of seven hours each week. Some weeks will involve a four-hour period to perform project-based laboratory exercises. In other weeks students may meet for four 50-minute sessions with their instructor to engage in group activities, discussions, seminars, problem-solving sessions, and lectures.

210 Organismal Biology

This course will address the organization and function of multicellular organisms. Although focused primarily on plants and animals, other kinds of organisms will be discussed. Regulation, homeostasis, and integration of function; nutrient acquisition, processing, and assimilation; photosynthesis; gas exchange; reproductive patterns; and development are all topics that are included in this course. Readings from an introductory text and the secondary and primary scientific literature will be required. Prerequisite: Chemistry 110; corequisite: Chemistry 111.

220 Ecology and Evolution
The roles of ecological and evolutionary processes in shaping life's diversity are examined. Specific topics may include adaptive evolution, origins of species, reconstruction of evolutionary history, population dynamics and extinction, species interactions, community processes, ecosystem functioning, and conservation. Lab will include a combination of field research projects and field and laboratory activities. Prerequisites: Biology 210, Chemistry 111.

221 Cellular and Molecular Biology
This course will examine cells as the fundamental units of life. Topics will include the structure and function of the cell and its molecular constituents; energy relationships at the cellular level; and an introduction to the nature and organization of the genetic material. Laboratory sessions will emphasize student-designed projects. Classroom sessions will involve group work, discussions, seminars, problem-solving sessions, and lectures. Three lecture and four laboratory hours per week. Prerequisites: Biology 220, Chemistry 111.

ADVANCED, SUBJECT-AREA COURSES
Majors in biology are required to choose three 300-level courses (two or three for minors) from at least two of the three subject areas: cellular and molecular biology (320, 322, 324, 340, 352), organismal biology (340, 342, 346, 348), and ecology and evolution (344, 370, 375, 382, 383, 389).

320 Microbiology and Immunology
This course will focus on the biology of single-celled organisms, with emphasis on bacteria and infectious disease. Topics include antibiotic mechanisms and resistance, bacterial gene swapping, epidemiology, host-microbe interactions, and the immune response. Several weeks of independent study to isolate, research, and identify three bacterial species. Three lecture and four laboratory hours per week. Prerequisites: Biology 210, 221, Chemistry 111.

322 Molecular Biology
The structure and function of nucleic acids and proteins in prokaryotic and eukaryotic cells: DNA replication, transcription, translation, and regulation. Laboratories will apply current molecular techniques to an open-ended research problem. Three lecture and four laboratory hours per week. Prerequisites: Biology 210, 221, Chemistry 111.

324 Advanced Cell Biology
The structure and function of the cell and its organelles, with emphasis on membrane-related processes including transport, energetics, cell-to-cell signaling, and nerve and muscle cell function. Research reports will include extensive library and Internet exploration and analysis. Three lecture and four laboratory hours per week. Prerequisites: Biology 210, 221, Chemistry 111.

340 Animal Physiology
The function of cells and organs in vertebrates and invertebrates, with particular emphasis on integration and response to environmental stimuli. Topics include gas exchange and circulatory systems, sensory physiology, thermal adaptation, and anaerobic metabolism during exercise. Three lecture and four laboratory hours per week. Prerequisites: Biology 210, 221, Chemistry 111.

342 Developmental Biology
The processes of embryological development in a variety of organisms and the experimental methods revealing them will be emphasized. Molecular, cellular, and morphological changes during development will be discussed. Laboratory exercises will feature student-designed experiments on sea urchin, frog, and avian embryos aimed at revealing processes of fertilization, growth, gastrulation, and morphogenesis. Three discussion and four laboratory hours per week. Prerequisites: Biology 210, 221.

344 Animal Behavior
A study of current ideas about the biological basis and evolution of animal behavior. Topics will include molecular, hormonal, and genetic bases of behavior; adaptive behavior patterns; mating systems and reproductive behavior; and evolution of altruism and helping behavior. Three lecture and four laboratory hours per week. Prerequisites: Biology 210, 220.

346 Biology of the Mind
Neurobiology associated with brain function (perception, movement, homeostasis, affect, and cognition), neurological and psychiatric illnesses, and brain injury. A reading- and writing- intensive course with a problem-based learning approach that comprehensively explores the breadth of neurobiology (molecular, cellular, anatomical, physiological, behavioral, and medical). Laboratory exercises emphasize neuroanatomy and neuronal cell

biology. Several experimental projects complement lecture and laboratory learning. Six hours per week. Prerequisite: Biology 221.

348 Human Anatomy
The structure and function of the human body will be investigated through cadaver dissection. Teams of four to six will collaborate to dissect, understand, and present the anatomy of the thorax, abdomen, pelvis, extremities, spine, and head during the laboratory-based course. Preparation and review will use text and computer-based instructional materials at the College. Two laboratory sessions per week at Finch School of Medicine. Prerequisites: Biology 210 and permission of the instructor.

352 Genetics
The fundamentals of heredity and molecular genetics. DNA structure and function, principles of gene segregation, genetic engineering and gene therapy, developmental regulation of gene expression, and population genetics. Three lecture and four laboratory hours per week. Prerequisites: Biology 221, Chemistry 111.

370 Ecology
This course examines current concepts and research in ecology at the levels of populations, communities, landscapes, ecosystems, and global processes. Emphasis will be placed on field research methods and reading of the primary literature. Lectures, discussions, and other classroom activities will be combined with field and laboratory exercises. Three classroom and four laboratory/field hours per week. Prerequisite: Biology 220.

375 Conservation Biology
This course will examine how biological principles and information can be applied to conservation of species, ecosystems, and natural resources. Topics may include endangered species, conservation genetics, landscape and ecosystem-level conservation, restoration, biodiversity in human-influenced systems, and others. This course is scheduled to allow extended field trips and will also include lecture, discussion, and other classroom and laboratory activities. Prerequisite: Biology 220

382 Marine Biology
The biology and ecology of marine organisms including physical oceanography. This course includes a two-week off-campus field component at the Bahamian Field Station in San Salvador, Bahamas, requiring an application and supplementary course fee. Offered in alternate years. Three lecture and four laboratory hours per week. Prerequisites: Biology 210, 220.

383 Freshwater Ecology
The study of aquatic ecosystems with emphasis on relationships between the physical and biological characteristics of freshwater lakes, streams, bogs, marshes, and associated wetlands. Laboratory exercises emphasize field study of aquatic environments in northeastern Illinois. Three lecture and four laboratory hours per week. Prerequisites: Biology 210, 220, Chemistry 111.

389 Evolution
This course will focus on the mechanisms of evolutionary change, ranging from short-term microevolutionary processes within populations to macroevolutionary patterns over geological time. Course structure will consist of lectures, discussions, student presentations, work with computer simulations and data sets, field trips, and independent projects. Three lecture and four laboratory hours per week. Prerequisites: Biology 210, 220, 221.

SENIOR STUDIES REQUIREMENT
Students majoring in biology are required to fulfill the College's Senior Studies Requirement. This may be accomplished by enrolling in a senior seminar or other course designated by the Department of Biology. The requirement may also be satisfied through successful completion of a senior thesis. Seminar titles listed below are likely to change in 2002–03. Students should consult the most recent catalog supplement for available titles. At least one seminar is offered in each semester.

441 Advanced Research Methods in Cell and Molecular Biology
A course in experimental research in cell and molecular biology. In consultation with the instructor, students will develop a research project using state-of-the-art molecular genetics techniques and digital fluorescence microscopy. Students will be required to read pertinent literature for their project, develop a sound research proposal, and carry out potentially publishable experiments. Prerequisites: Biology 221 and at least one 300-level course from the cell and molecular subject area, or permission of the instructor.

483 Senior Seminar: Community Ecology
Ecological communities are defined as sets of at least two species that coexist in some frame of time and space. Community ecology is one of the oldest and richest, and yet most controversial, disciplines within ecology. We will survey the main concepts and theories of community ecology including species-area relationships, community structure and function, competition, predation, and ecological coexistence, with a critical eye toward identifying historical trends and approaches that are most successful and/or popular in current scientific literature. One meeting per week.

488 Senior Seminar: Cellular Basis of Disease
A study of the cellular and molecular basis of infectious diseases and their treatments, including viral and bacterial agents, through intensive library research, report writing, and student presentation. Two meetings per week.
Prerequisite: Biology major with senior standing.

492 Independent Research Colloquium
This course fulfills a portion of the Senior Studies Requirement for students engaged in senior thesis research. The focus of the course will be development of student public speaking abilities through organization of seminars, focusing a seminar to a given audience, and effective use of visual aids. Depending on the status of their research projects, students will present a number of seminars during the semester. Attendance at department seminars and written critiques of them are required.
Prerequisite: Biology senior thesis in progress, or junior standing as a biology major and evidence of formal planning to undertake senior thesis research.

494 Senior Thesis
Research guided by a departmental faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.

INDEPENDENT STUDY, INTERNSHIPS

The following study options may be used to enrich the individual student's experience in the biological sciences. Although credits earned under these options count toward graduation, they are not applicable toward the major or minor.

490 Internship
Off-campus research experience supervised by a departmental faculty member. Consult the faculty member designated as the department's internship liaison for application information.

493 Independent Study
Research in collaboration with a departmental faculty member. Consult with any member of the department for application information.

CHEMISTRY

Professor William B. Martin (Chairperson)
Organic Chemistry. Synthesis. Biochemistry. Enzyme Inhibition.

Associate Professor Laura J. Kateley
Organic Chemistry. Synthesis. Chromatographic and Spectroscopic Applications.

Assistant Professor Jason Cody
Inorganic Chemistry. Solid State Chemistry.

Assistant Professor Brian Frey
Analytical Chemistry. Environmental Chemistry.

Assistant Professor Dawn C. Wiser
Physical Chemistry. Computational Chemistry. Organometallic Catalysis.

Lecturer Elizabeth W. Fischer
Natural Science. Organic Chemistry. Biochemistry.

The Department of Chemistry offers students a curriculum designed to develop both depth and breadth in understanding the central principles and theories in the major areas of modern chemistry.

Chemistry majors are provided with a foundation in inorganic, organic, analytical, and physical chemistry. A biochemistry concentration is offered with upper-level course work and research experiences available. An essential feature of chemistry course work is the laboratory experience. The laboratory sections are small and emphasize individual work as well as collaborative problem solving and hands-on use of modern instrumentation.

Students majoring in areas outside the sciences may take any of the courses for which they have the necessary prerequisites. There are some courses especially intended for non-science majors that require no previous chemistry and are desirable for students in the humanities and social sciences.

The department facilities include four laboratories for teaching and research training as well as five laboratories devoted to instrumentation and six laboratories for student-faculty research. Chemical books and periodicals are in the Freeman Science Library in the same building with the teaching and research laboratories to facilitate an integrated approach to library and laboratory research. Instrumentation includes Fourier transform infrared spectrophotometers, nuclear magnetic resonance spectrometers (a multinuclear FT 400 MHz and a FT multinuclear 60 MHz instrument), a GC mass spectrometer, capillary gas chromatographs, high-performance liquid chromatographs, a potentiostat/galvanostat, X-ray crystallographic equipment with diffraction cameras, an inert-atmosphere glove box, laser spectrometer, a fluorometer, and diode array visible and ultraviolet spectrophotometer.

Computers are an integral part of the chemistry curriculum and research activities; Macintosh, PC, and Silicon Graphics workstations are used for instrument interfacing, plotting, spreadsheets, color graphics, and molecular modeling. Other types of computers at industrial and university locations are accessed via the Internet.

The department is on the approved list of the American Chemical Society and has an active chapter of Student Affiliates. This student organization sponsors a variety of activities related to science, including a guest speaker program. Chemistry majors may graduate with American Chemical Society Certification by taking the six core courses described below for the major and a minimum of three other chemistry courses at the 300 level or higher (one of which can be Chemistry 450 or 490). Chemistry students who have participated in research may be nominated by the department for election to Sigma Xi, a national science honorary society with a chapter at the College.

Chemistry majors are prepared to go directly into careers in chemistry. Many pursue graduate studies leading to the M.S. or Ph.D. degree in chemistry or biochemistry. A major in chemistry also provides ideal preparation for medical and dental school as well as other types of science-related professional studies. Students who major in areas other than chemistry but are pursuing interests in medicine or biological sciences with a goal of professional school or graduate study typically take four or more courses in the department. Premedical students

are required to take one year of general chemistry and one year of organic chemistry. Students planning graduate studies in chemistry or related fields are encouraged to participate in summer research as well as research during the senior year, culminating in the writing of a senior thesis.

CHEMISTRY MAJOR

The major requires a minimum of eight courses; these include the following six chemistry courses: Chemistry 110 and 111 or 120 and 121, 220 and 221, 320 and 321.

The remaining two courses must be at the 300 level or above and one of these courses must meet the Senior Studies Requirement. The Senior Studies Requirement may be satisfied by Chemistry 410, Instrumental Analysis, or Chemistry 490, Senior Thesis in Chemistry. Under unusual circumstances, the department may approve some other senior studies option.

The chemistry major also requires the following courses:

Mathematics 110 and 111 (Calculus) or Mathematics 115 and 116 (Honors Calculus).

Physics 110 and 111 (Introductory Physics) or Physics 120 and 121 (General Physics).

Biochemistry Concentration

Students interested in the biochemistry concentration would take the following courses:

Chemistry 110 and 111 or 120 and 121.

Chemistry 220 and 221.

Chemistry 300.

Chemistry 320 and 321.

Chemistry 415.

Additional courses required for the biochemistry concentration include:

Mathematics 110 and 111 (Calculus) or Mathematics 115 and 116 (Honors Calculus).

Biology 322 (Molecular Biology).

Physics 110 and 111 (Introductory Physics) or Physics 120 and 121 (General Physics).

CHEMISTRY MINOR

The minor consists of five chemistry courses; these include the following four courses:

Chemistry 110 and 111 or 120 and 121.

Chemistry 220 and 221.

The fifth course must be at the 300 level or higher. Note: All such courses have prerequisites outside the department's offerings; consult the *Catalog* for details.

102 Chemistry and the Environment

Explore chemical phenomena in the world around you. Learn about the chemical cycles present throughout nature. Understand the chemistry behind current environmental issues such as air pollution, ozone depletion, global warming, acid rain, and energy sources (fossil fuels, nuclear, renewable). The relevant scientific background will be developed as needed to explain these particular topics. Lectures, discussions, and demonstrations. No laboratory. Not applicable toward the major or minor.

103 Our Chemical World

This course is a descriptive examination of modern chemistry that will emphasize aspects important for students in the humanities and social sciences. Among the topics to be examined: the impact of science and technology on society; chemical change; nuclear chemistry; consumer chemistry; acids and bases; and plastics and polymers. Demonstrations and some experiments with group participation. Not applicable toward the major or minor.

108 Shape, Structure, and Matter

Understand and appreciate the submicroscopic world of the molecules of carbon. Explore the nature of plastics and polymers, of nutrients and medicinals, of fuels and other petrochemicals. Investigate ideas of structure and consider how small, simple molecules can be pieced together into larger, more complex natural and synthetic molecules. Not applicable toward the major or minor.

110 General Chemistry I

An introduction to and study of the fundamental concepts and principles of chemistry. Atomic and molecular structure, periodic relationships, chemical bonding, stoichiometry. Properties and theories of gases, liquids, and solids. Laboratory introduces quantitative measurements and computer applications. Three class meetings, one laboratory per week. (One laboratory section is cross-listed as Freshman Studies 101.)

111 General Chemistry II

Thermodynamics and kinetics; chemical equilibria; acids, bases, and buffers; coordination compounds; descriptive chemistry of metals and nonmetals. Laboratory is both quantitative and descriptive and uses much instrumentation. Three class meetings, one laboratory per week. Prerequisite: Chemistry 110.

120 Principles of Chemistry

For students with strong high school preparation. Atomic theory, periodic relationships, chemical bonding, solution phenomena, thermodynamics, kinetics, coordination chemistry, and descriptive chemistry of metals and nonmetals. Interested entering students should contact the department to discuss placement in this course. Four formal class meetings per week.

121 Introduction to Laboratory Research

After a few introductory experiments, pairs of students will be given uniquely assigned problems without detailed instructions. These projects allow students to design, carry out, and interpret the results of their own experiments. In addition, a few topics will be covered in a lecture/problem-solving format: acids and bases, solubility, electrochemistry, and the chemistry of the atmosphere. Frequent oral and written reports. One four-hour laboratory, one class meeting per week. Prerequisite: Chemistry 120 or permission of the instructor.

220 Organic Chemistry I

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; stereochemistry; carbonyl chemistry; nature of organic reactions. Laboratory focuses on microscale synthetic techniques, gas chromatography, and infrared and nuclear magnetic resonance spectroscopy. Three class meetings, one laboratory per week. Prerequisite: Chemistry 111 or 121 or permission of the instructor.

221 Organic Chemistry II

Addition, substitution, and elimination reactions; molecular rearrangements; aromaticity; carbohydrates and heterocyclic chemistry. Laboratory focuses on microscale organic synthesis and infrared, GC/MS, and nuclear magnetic resonance spectroscopy. Three class meetings, one laboratory per week. Prerequisite: Chemistry 220 or permission of the instructor.

300 Biochemistry

Introduction to biochemistry at the cellular and chemical levels. Emphasis on protein structure and function, enzymes, bioenergetics, intermediary metabolism, carbohydrates, and other biological molecules. Three class meetings, one laboratory per week. Prerequisite: Chemistry 221, Biology 220, or permission of the instructor.

320 Physical Chemistry I

Quantum mechanics and the nature of the chemical bond. Emphasis on understanding energy and looking at an atomic level. Applications of molecular quantum mechanics; spectroscopy, computational chemistry. Laboratory focuses on experiments that led to the development of quantum mechanics, molecular modeling, and spectroscopy. Three class meetings, one laboratory per week. Prerequisites: Chemistry 221, Mathematics 111 or 116; prerequisite or corequisite Physics 110 or 120.

321 Physical Chemistry II

The energy and dynamic behavior of molecules. Emphasis on non-ideal gases, statistical mechanics, thermodynamics, chemical kinetics, and reaction-rate theory. Laboratory focuses on kinetics and thermodynamics with a culminating independent project-based experience. Prerequisite: Chemistry 320; prerequisite or corequisite: Physics 111 or 121.

340 Inorganic Chemistry

Relationship among structure, properties, and chemical reactivity of elements from the entire periodic table. Molecular bonding theories, molecular symmetry and group theory, solid-state materials, transition-metal complexes, catalysts, and bioinorganic molecules. Laboratory work includes synthesis, spectroscopy, X-ray diffraction, and inert-atmosphere techniques. Two class meetings and one laboratory per week. Prerequisite or corequisite: Chemistry 321.

410 Instrumental Analysis
Theory and techniques of instrumentation used in modern chemical analysis. Optical spectroscopy (UV-Vis, fluorescence, FT-IR, Raman), NMR, mass spectrometry, electroanalytical chemistry, and modern separation techniques (GC, HPLC, and electrophoresis). Laboratory experiments will include most modern instrumental methods and culminate in an independent project. Three class meetings, one laboratory per week. Satisfies the Senior Studies Requirement. Prerequisite (or corequisite, with permission of the instructor): Chemistry 320.

415 Topics in Biochemistry
Application of chemistry to biological molecules. Topics selected from the following: X-ray crystallography; NMR spectroscopy; molecular modeling; computational methods in biochemical systems; protein-DNA interactions; photobiophysics; enzyme catalysis and mechanisms; and DNA chemistry. Four class meetings, no laboratory. Prerequisites: Chemistry 300 and 321 or permission of the instructor.

430 Advanced Organic Chemistry
Extended treatment of familiar topics of organic chemistry. Emphasis on stereochemistry, radical chemistry, and reactions used in modern organic synthesis. Laboratory is oriented toward synthesis, structural analysis, and the use of chromatographic and spectroscopic methods. Three class meetings, one laboratory per week. Prerequisites: Chemistry 221 and 321.

450 Research in Chemistry
Independent research guided by a faculty advisor. Research areas include organic synthesis; organometallic catalysis; enzyme inhibition; X-ray crystallography; computational chemistry; molecular modeling; solid state chemistry; and spectroscopic studies of air pollution.

490 Senior Thesis in Chemistry
An extensive, in-depth, independent research project with faculty guidance. Includes a formal written dissertation and oral presentation. Satisfies the Senior Studies Requirement.

CLASSICAL STUDIES

Professor Lou Lombardi

Associate Professor Richard Fisher (Chairperson)

Associate Professor Pericles Georges

Associate Professor Janet McCracken

Associate Professor Ahmad Sadri

CLASSICAL STUDIES MINOR

The liberal arts have their roots in the cultural legacy of ancient Greece and Rome. Western literature, philosophy, history, and drama emerged in these "classical" cultures. Our sensibilities about art and architecture continue to be influenced by forms developed in the ancient world. On the other hand, problems faced by those cultures remain with us; recent work on the role of women and slaves has had much to say not only about the ancients but about us as well. There is still much to be gained through the study of the Greeks and Romans.

Lake Forest provides two ways to achieve a minor in Classical Studies. A traditional, on-campus track offers exposure to the literary legacies of Greece and Rome, combined with an on-campus survey of the art of period. The on-site track includes as a centerpiece the College's unique Program in Greece and Turkey, which explores the art and architectural remains of Greek civilizations from the Bronze Age, through the Classical Period, and into the Byzantine Era. As a traveling program, classes are held on sites and in museums, from Agamemnon's citadel at Mycenae, to the acropolis of Periclean Athens, the agora where Socrates engaged in philosophical debates, Apollo's oracle at Delphi, and Justinian's magnificent Ayia Sophia in Istanbul.

If you are interested in this minor or if you have questions about it, please contact any member of the program committee.

There is no language requirement for the minor but familiarity with either ancient Greek or Latin is encouraged and is available through tutorials.

On-site focus
Six courses including
Participation in the Program in Greece and Turkey:

Greek Civilizations 201 (Ancient Greece: Life, Thought, and the Arts)

Greek Civilizations 202 (Greece in the Bronze Age)

Greek Civilizations 203 (Greece in the Classical-Roman Ages)

Greek Civilizations 204 (Greece in the Byzantine-Medieval Ages)

Another course from the list below may be substituted for *one* of the on-site courses, with the permission of the Classical Studies program chair.

Plus two additional courses from the following:

Art 210 (Ancient Art)

Classical Studies 275 (Greek Greats)

History 210 (Ancient Greece)

History 211 (Roman History)

Philosophy 290 (History of Western Philosophy: Ancient Greece)

Religion 306 (Greek and Roman Religion)

An appropriate tutorial or research project, approved by the Classical Studies program chair

On-campus focus
Six courses, including four courses from the following:
Art 210 (Ancient Art)

Greek Civilizations 201 (Ancient Greece: Life, Thought and the Arts)

History 210 (Ancient Greece)

History 211 (Roman History)

Literature in Translation 275 (Greek Greats)

Philosophy 290 (History of Western Philosophy: Ancient Greece)

Religion 306 (Greek and Roman Religion)

An appropriate tutorial or research project, approved by the Classical Studies program chair

Plus an additional two courses from among those listed above or:

Ancient Greek or Latin (as a tutorial by arrangement)

Religion 203 (The Christian Testament)

Other courses listed below with the approval of the Classical Studies program chair and the instructor, providing the student focuses sufficiently on the Classical period

English 210 (Ancient and Medieval Literature)

Sociology and Anthropology 275 (History of Social Thought)

Theater 230 (Theater History: Greeks to Shakespeare)

275 Greek Greats
Students will read canonical works at the core of classical Greek civilization and situate the imaginative appropriation of this rich literature in a cultural context that is both historical and contemporary. Students read Homer's epic *Iliad* (selections) and *Odyssey* (in its entirety), three plays each by the tragedians Aeschylus, Sophocles, and Euripides, two works of the satirical Aristophanes, and examples of lyric poetry ranging from Archaic to Hellenistic times. Immersion in primary sources provides ample historical perspectives as well as critical approaches to issues of our time. The course involves lectures but is principally a seminar.

Ancient Greek drama and theater will be investigated utilizing film and interactive Web-based media and sources. Prerequisites: second year standing and a Lake Forest College literature course, or permission of the instructor. (Cross-listed as Literature in Translation 275. Meets GEC Cultural Diversity requirement.)

COMMUNICATIONS

Professor D. L. LeMahieu (Chairperson)

Associate Professor Les Dlabay

Associate Professor Janet McCracken

Associate Professor Mark White

Assistant Professor Karen Lebergott

Lecturer Dennis Mae

Communications is one of the oldest pedagogical fields in Western history. Known as rhetoric by the Greeks and Romans, the discipline taught students how to communicate in a public setting. The communications program at Lake Forest College seeks to provide students with a sophisticated understanding of the processes of communications both among individuals and within cultures and societies. Students develop the ability to analyze and master the various forms of communication: oral, written, and visual. They study the role of communication in history and modern society. They prepare themselves for careers in the modern information society.

The major consists of nine required courses. The minor consists of six required courses. No more than two courses from a single outside department may count toward the major or the minor. The list of optional courses on the 200- and 300-level list changes over time. The Communications chairperson will approve all majors and minors.

COMMUNICATIONS MAJOR

Communications 110 (Introduction to Communications)

One course from each of the following groups: 3 courses total

Writing
English 231 Introduction to Journalism)

English 235 (Introduction to Creative Writing)

Theater/English 242 (Creative Writing — Playwrighting and Screenplay Writing)

Visual
Art 110 (Introduction to the Visual Arts)

Art 112 (Introduction to Visual Communication)

Art 130 (Studio Art: Elements of Design)

Art 131 (Studio Art: Drawing)

Art 132 (Studio Art: Creative Photography)

Theater 210 (Communicating through Design: From Page to Stage)

Oral
Theater 260 (Oral Communication: Voice Production)

Communications 235 (Rhetoric and Speech)

Communications 245 (Interpersonal Communications in a Multicultural Society)

One course from the following 200-level courses:
Art 224 (The History of Prints)

Communications 280 (African American Communications)

Education 215 (Instructional Communication Theory and Practice)

History 240 (History and Film)

History 275 (Popular Music and American Society)

Music 225 (Introduction to Electronic Music: MIDI Sequencing)

Music 227 (History of Jazz)

Music 264 (The History of Rock and Roll)

Philosophy 248 (Philosophical Issues in Documentary Film)

Philosophy 255 (Philosophy and Film)

Philosophy 260 (Aesthetics: Reflections on Art and Beauty)

Politics 224 (Mass Media and American Politics)

Psychology 255 (Social Psychology)

Sociology and Anthropology 285 (Social Structure and Culture through Film)

One course from the following courses:
Communications 300 (Mass Media and Marketing Research)

Communications 310 (Communications Ethics)

Communications 350 (Topics in Communication)

One course from the following 300-level courses or a second course from 300, 310, or 350.
Art 341 (Introduction to Computer Imaging)

Business 336 (Marketing Theory for Multinational Enterprises)

Communications 390 (Internship) Two credits preferred.

Communications 420 (Senior Seminar or a senior thesis)

English 330 (Advanced Nonfiction Writing)

French 310 (Topics in Linguistics: Phonetics)

French 334 (Exploring French Literature through Film)

German 333 (Exploring Modern German Film)

Psychology 325 (Persuasion and Truth in Sales and Communications)

Spanish 380 (Fiction, Film, and Society in Latin America)

COMMUNICATIONS MINOR

Communications 110

One course from two of the three groups: writing, visual, or oral.

One course from the 200-level courses listed above.

One course from 300, 310, 350 or from the second 300-level list of courses above.

Communications 390, 420, or an independent study in Communications

110 Introduction to Communications

This course is an examination of the various processes of human communication. Emphasis will be on the fundamentals of speech, expository writing, and visual analysis. Other topics include the history of communication and the economics of mass media in the modern world. The course includes lectures, discussions, video presentations, and exercises in cooperative learning.

235 Rhetoric and Speech

This course will focus on preparation and criticism of both formal and informal public speeches and will include exposition, narration, description, argumentation, and persuasion. Additional subjects will explore voice and diction, general semantics, oral arguments and interpretation, and forms of reasoning.

245 Interpersonal Communication in a Multicultural Society

Perspectives on race, gender, sexuality, and cultural heritage are explored through individual speech presentations and group projects.

280 African American Communications

This course explores what is distinctive about the artistic and strategic communication practices of African Americans, including speeches, sermons, songs, literature, and film. (Cross-listed as African American Studies 280. Meets GEC Cultural Diversity Requirement.)

300 Mass Media and Marketing Research

A study of methods related to media communication, including theoretical foundations and applications of research designs, data collection techniques, and data analysis for quantitative and qualitative investigations. Assignments include presentations of case studies, creation of a research study, and field research exercises and small-group activities related to issues faced by communications and marketing researchers. Prerequisite: junior standing and Economics 130 or Mathematics 150, or permission of the instructor. (Cross-listed as Business 355.)

310 Communications Ethics

This course is an examination of the ethical components at the heart of human communication. Discussions of practical issues, such as free speech, advertising, and privacy, will be based on theoretical investigations of both communication and ethics. Prerequisite: one course in philosophy or permission of instructor. (Cross-listed as Philosophy 310.)

350 Topics in Communication:

Topics for 2001–2002:

American Advertising
This seminar will examine the history, language, and imagery of the American advertising industry from its nineteenth-century origins to its current global presentation in print and electronic media. The relationships between advertising and our society's beliefs and desires will inform readings about communication strategies, ad agencies, award-winning ad campaigns, and the important people who have defined magazine, newspaper, radio, television, and Web-based advertising.

Argumentative Writing and Speaking
This course features persuasive writing and speaking on issues of significant public interest. Course requirements include analysis of arguments, study of logical fallacies, several essays, and speeches.

390 Internships

Off-campus professional work experience. One credit acceptable, but two-credit internships preferred.

420 Senior Seminar

Selected advanced topics in communications. Required of all majors in their junior or senior year, except those doing senior theses or approved independent research projects. This course requires a major research project. Course restricted to Communications majors or minors.

ECONOMICS AND BUSINESS

Professor Robert A. Baade
International Trade and Finance. Macroeconomic Theory. Political Economy. Economics of Sports.

Professor Richard F. Dye
Macroeconomic Theory. Public Finance. Urban Economics. Industrial Organization.

Professor William Moskoff (Chairperson)
Microeconomic Theory. Comparative Systems.

Professor Nader Nazmi
Econometrics. Statistics. Business and Economic Forecasting. Economic Development. Latin American Economics. Macroeconomic Theory.

Professor Carolyn Tuttle
Macroeconomic Theory. Statistics. Money and Banking. Economic History. Labor.

Associate Professor Les R. Dlabay
Marketing Theory. Marketing Research. Capital Budgeting. Latin American Global Business. Business Policy.

Associate Professor Jeffrey O. Sundberg
Environmental and Natural Resource Economics. Finance. Microeconomic Theory. Corporate Finance. Law and Economics.

Assistant Professor Kent Grote
Finance. Investment Analysis. Industrial Organization.

Lecturer Cynthia B. Lucking
Financial Accounting. Managerial Accounting. Intermediate Accounting.

Lecturer Victor Matheson
Principles of Economics. Economic Statistics. Macroeconomic Theory. Money and Banking.

The Department of Economics and Business offers majors in both economics and business. The department offers a minor in economics and a minor in business. Students are allowed to have a double major, but they may not major in both business and economics. Students may not elect both a major and a minor within the department.

ECONOMICS MAJOR

The study of economics is concerned with two basic questions faced in any human society: (1) how available resources are to be allocated among productive uses to yield the greatest total product and (2) how the fruits of the productive processes are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these questions.

The study of economics at Lake Forest College can begin during either the freshman or sophomore year. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, lower-level course offerings include a number of problem- or issue-oriented courses. Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines. Economics majors have been admitted to some of the top graduate and professional schools in economics, business administration, and law. Majors contemplating graduate or professional training are urged to consult with their economics department advisors concerning selection of courses.

The following are requirements for the major:

Economics 110 (Principles of Economics) with a grade of C- or better.

Mathematics 110 (Calculus I) with a grade of C- or better, completed by the end of the freshman year. (Students without strong high school preparation in mathematics may need to complete Mathematics 105 as a prerequisite.) Note that Mathematics 110 will also satisfy one of the breadth requirements for the GEC.

Economics 130 (Economic Statistics) or Mathematics 150 (Introduction to Probability and Statistics) with a grade of C- or better.

Economics 210 (Microeconomic Theory) with a grade of C- or better.

Economics 220 (Macroeconomic Theory) with a grade of C- or better.

Three other elective economics courses, two of which must be above 300. Internships do not count as economics elective courses.

During the senior year, an additional economics course designated as senior studies (a specially designed course with limited enrollments and preference given to senior majors) or a senior thesis.

ECONOMICS MINOR

Six courses to include the following: 110 (Principles of Economics); 210 (Microeconomic Theory) or 220 (Macroeconomic Theory); four other economic courses with the exclusion of internships, which do not count as minor electives.

ECONOMICS COURSES

110 Principles of Economics

An introduction to both microeconomics, the theory of consumer and producer behavior, and macroeconomics, the determination of aggregate levels of production, employment, inflation, and growth. Application of economic principles to analysis of current problems of the American economy.

130 Economic Statistics

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. (Not open to students who have taken Mathematics 150, which is a comparable course.)

210 Microeconomic Theory

Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better.

220 Macroeconomic Theory

Intermediate theory of macroeconomics. The determinants of aggregate production, prices, interest rates, and employment in macroeconomic models that combine the business, household, government, and financial sectors. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better.

237 Introduction to Finance

An overview of financial markets and corporate procedures and the ways they influence the allocation of scarce resources over time and under uncertainty. An introduction to investment theory and corporate finance is provided and specific financial securities and corporate practices are discussed. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better. (Cross-listed as Business 237.)

240 Urban Economics

Application of economic analysis to current problems in urban and suburban America such as poverty, housing, transportation, growth, and finance. Prerequisite: Economics 110 with a grade of C- or better.

245 Child Labor in Latin America

This course will explore the role of child labor in the economies of developing Latin American countries. The course will focus on the question "Do countries need to use child labor to industrialize?" Historically, countries that have industrialized (Great Britain, the United States, and Japan) relied heavily on children to work in the factories, manufacturers, and mines. Today it appears history is repeating itself as developing countries utilize children in the informal sectors. The employment of children in Brazil, Colombia, Peru, Chile, and Argentina will be examined in detail. The economic, political, social/cultural, and technological explanations for child labor will be explored for each country. Prerequisite: Economics 110. (Meets GEC Cultural Diversity Requirement.)

250 Health Economics

This course examines how economic analysis can be applied to various components of the health care system. Economic theory is used to understand the operation of health care markets and the behavior of participants (consumers, insurers, physicians, and hospitals) in the health care industry. International comparisons and the role of the public sector will be included. Prerequisite: Economics 110.

255 Business and Government

The evolution of government intervention and interference with business from mercantilist England and colonial America to recent developments regarding monopolies, consumer safety, environmental standards, advertising, mergers, and deregulation. We will use basic economic theory not only to illuminate the

reasons for a variety of government controls, but also to evaluate their performances. Prerequisites: Economics 110; Mathematics 105 or 110. (Cross-listed as Business 255.)

260 Law and Economics
Application of general economics principles to both civil and criminal law. Analysis of how individuals and firms respond to laws, the level of enforcement, and penalty structures. Specific areas to be covered include tax, product liability, environmental, international, contract, and antitrust laws. Prerequisite: Economics 110 or permission of the instructor.

270 Latin American Development
Analysis of the political economy of development of Latin American countries including Brazil, Mexico, Argentina, and Chile. Examination of current economic problems from historical and political perspectives. Particular attention will be given to the economic strategies of growth and development. Prerequisite: Economics 110 with a grade of C- or better. (Meets GEC Cultural Diversity Requirement.)

310 Industrial Organization
Analysis of the behavior of firms under different industrial structures—competitive, monopolistic, oligopolistic. An evaluation of antitrust policies and other government regulations of business. Uses the traditional structure-conduct-performance approach as well as the recent transaction-cost and game-theoretic approaches to firm behavior. Prerequisite: Economics 210 with a grade of C- or better.

313 Money and Banking
Analysis of bank and nonbank financial institutions. Topics include the S&L crisis, the impact of the 1980 and 1982 deregulation acts, the changing role of the Federal Reserve and the ability to conduct effective monetary policy, and bank asset and liability management. Prerequisite: Economics 220 with a grade of C- or better.

330 Econometrics
Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisite: Economics 130 or Mathematics 150.

340 Environmental and Natural Resource Economics
The course examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: Economics 210 or permission of the instructor. (Cross-listed as Environmental Studies 340.)

350 Public Finance
Theory and policy analysis of the effects of government spending and taxation on allocation and distribution of income. Special attention is given to tax reform proposals, health care financing, deficit financing, and other current policy issues. Prerequisite: Economics 210 with a grade of C- or better.

365 Multinational Finance and Emerging Market Economies
This course analyzes the interaction between global capital and emerging market economies. It covers basic international financial management and considers topics such as the fundamentals of exchange rate and external accounts, international parity principles, exchange rate and banking crises in emerging markets, exchange rate risk management in emerging markets, country risk, international financing and investment in emerging markets, and global debt financing. It explores case studies related to multinational corporations doing business in emerging markets and analyzes financial crises in East Asia and Latin America. Prerequisites: Junior standing and Economics/Business 237. (Cross-listed as Business 365.)

370 Managerial Economics
A study of the various ways in which microeconomic principles and quantitative tools can be used to aid managers in making sound decisions. Topics include forecasting consumer demand, production and cost analysis, optimal pricing and production decisions, sensitivity analysis, and capital budgeting. Prerequisites: Economics 110 and 210.

415 Corporate Finance
Theoretical and empirical issues in corporate finance are examined from the perspectives of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, dividend policy, techniques used to raise capital, and the impact of the tax system on corporate activity. Prerequisites: Mathematics 110 and Business/Economics 237; junior or senior standing. (Cross-listed as Business 415. May be taken by Economics majors to meet GEC Senior Studies Requirement.)

420 Labor in the American Economy
Economics of the labor market. Theories are developed on the supply and demand for labor as they determine the labor force participation of men, women, teenagers, and minorities. Issues of discrimination, education, job training, unions, government legislation, and women's work are discussed in light of contemporary events. Prerequisites: Economics 210 and Mathematics 110 or 160. (May be taken by Economics majors to meet GEC Senior Studies Requirement.)

430 International Trade Theory and Policy
International trade theory with some applications. Topics include an analysis of elements of economic structure that determine trade flows, theory relating to how trade flows alter economic structure, the free trade versus protectionism argument, and selected topics in international economic integration and development. Prerequisite: Economics 210 and 220; junior or senior standing. (May be taken by Economics majors to meet GEC Senior Studies Requirement; meets GEC Cultural Diversity Requirement.)

431 International Finance
The fundamentals of international financial theory are identified and analyzed. Topics include exchange rate determination, balance of payments accounting and analysis, and a description and analysis of international monetary systems and their evolution. Prerequisites: Economics 210 and 220; junior or senior standing. (Cross-listed as Business 431. May be taken by Economics majors to meet GEC Senior Studies Requirement.)

440 Advanced Macroeconomics
Analysis and comparison of Keynesian, neoKeynesian, neoclassical, monetarist, and rational expectationist perspectives on macroeconomic theory and stabilization policy. Prerequisites: Mathematics 110 and Economics 220; junior or senior standing. (May be taken by Economics majors to meet GEC Senior Studies Requirement.)

450 Senior Seminar—International Financial Crises
This course analyzes the Mexican crises of 1982 and 1994, the Nordic crisis of the early 1990s, the East Asian and Russian crises of 1998, and the Brazilian debacle of 1999 to investigate the salient characteristics of international economic crises of the late twentieth century. The course attempts to determine the principal causes of these crises, the elements common to the crises, the channels through which contagion took place, and the role of international financial institutions such as the International Monetary Fund before, during, and after the crises.

480 Social Security, Pension, and Retirement
This course will cover social security, pensions, and retirement from three perspectives: the individual, the business firm, and public policy. The course will address a range of issues drawing upon microeconomics theory, macroeconomic theory, and finance. The impact that the baby boomers' retirement has had on the economy has received much attention in public policy debates. That debate includes widely differing characterizations of the problems and solutions. Students will be expected to develop their own critical sense of these issues. Open to senior Business or Economics majors or juniors as space allows. (Cross-listed as Business 480. Meets GEC Senior Studies Requirement.)

490 Internships
This work-study program provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with the Career Development Center to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships must be done for two credits. Prerequisites: junior or senior standing; no more than one credit of previous internship experience and this experience must not be similar to a subsequent internship in terms of skills or knowledge learned or applied; Economics 110 with a grade of C- or better, as well as other designated courses relevant to the specific type of the internship (see the instructor for

information on the specific course prerequisites for each category of internship). The department will not give credit for internships that do not build directly on prior course work; students on academic probation are ineligible for this program. (Cross-listed as Business 490.)

499 Independent Study
Tutorials, research projects, and senior theses are available forms of independent study, with consent of the instructor.

Economics Courses Offered Less Frequently

425 Business and Economic Forecasting
The course employs regression techniques, time-series analysis, and business and economic indicators for forecasting economic and business variables. Prerequisite: Economics 110 and Economics 130 or Mathematics 150. (Cross-listed as Business 425.)

470 Economic Development in the Third World
An inquiry into the nature and causes of the economic underdevelopment of Third World countries. (Meets GEC Cultural Diversity Requirement.)

BUSINESS MAJOR

The Business major is designed to provide the student with an overview of the economic environment of business and of the various areas of the business world: accounting, marketing, and, especially, finance. The primary intention is to teach students how to think about questions in the business world rather than to provide narrow vocational training.

The following requirements for the Business major are subject to the GEC requirements (previously enrolled students are subject to the requirements contained in relevant earlier editions of this catalog):

Economics 110 (Principles of Economics) with a grade of C- or better.

Mathematics 110 (Calculus I) or Mathematics 160 (Finite Mathematics with Applications) with a grade of C- or better, completed by the end of the freshman year. Students without strong high school preparation in mathematics may need to complete Mathematics 105 as a prerequisite. Note that either Mathematics 110 or 160 will also satisfy one of the breadth requirements for the GEC.

Economics 130 (Economic Statistics) or Mathematics 150 (Introduction to Probability and Statistics) with a grade of C- or better.

Business 230 (Financial Accounting) with a grade of C- or better.

Business 237 (Introduction to Finance) with a grade of C- or better.

Economics 210 (Microeconomic Theory).

Economics 220 (Macroeconomic Theory).

Philosophy 203 (Business and Professional Ethics) or Philosophy 325 (Major Ethical Theories).

Three additional 300- or 400-level elective business courses. These include Business 330, 331, 336, 350, 355, 380, 385, 415, and 431. Also, up to two of these courses may be business-related economics courses from the following list: Economics 310, 313, 330, 340, 350, 420, or 430. No more than two of the business electives may be marketing courses. Internships do not count as business elective courses.

During the senior year, an additional business course designated as senior studies (a specially designed course with limited enrollments and preference given to senior majors) or a senior thesis.

BUSINESS MINOR

Six courses to include the following: Economics 110 (Principles of Economics); Business 230 (Financial Accounting); Business 237 (Introduction to Finance); three other business courses with the exclusion of internships, which do not count as minor electives.

BUSINESS COURSES

230 Financial Accounting
Methods, practices, and concepts underlying the communication of relevant financial information to external parties. Development of the accounting model, measurement processes, data terminology and classification, internal control; interpretation and uses of financial statements. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better.

237 Introduction to Finance
An overview of financial markets and corporate procedures and the ways they influence the allocation of scarce resources over time and under uncertainty. An introduction to investment theory and corporate finance is provided and specific financial securities and corporate practices

are discussed. Prerequisites: Economics 110 and Mathematics 110 or 160 with grades of C- or better. (Cross-listed as Economics 237.)

255 Business and Government
The evolution of government intervention and interference with business from mercantilist England and colonial America to recent developments regarding monopolies, consumer safety, environmental standards, advertising, mergers, and deregulation. We will use basic economic theory not only to illuminate the reasons for a variety of government controls, but also to evaluate their performances. Prerequisites: Economics 110; Mathematics 105 or 110. (Cross-listed as Economics 255.)

330 Intermediate Accounting
Accounting concepts, principles, and theory with an emphasis on the special problems that arise in applying these concepts to external reporting. Prerequisites: Business 230 with a grade of C- or better; junior standing.

331 Managerial Accounting
Use of accounting information for evaluation of planning and control decisions. Topics include budgeting, cost-volume analysis, product costing, and standards for planning, control, and performance measurement. Prerequisite: Business 230 with a grade of C- or better.

336 Marketing Theory for Multinational Enterprises
A study of the conceptual framework of marketing and its relationship to society and the global economy. Topics include economic foundations of international marketing, introductory marketing research concepts, consumer behavior models, financial analysis for marketing decision making, and international marketing concepts. Emphasis will be on the discussion and critical analysis of readings and field research assignments. Prerequisite: junior standing.

350 Capital Budgeting
Study of advanced financial management and the evaluation of domestic and global business investment opportunities. Topics include the discounting of cash flows, foreign market risk analysis, capital asset pricing, and financial leverage decisions. Prerequisites: Economics 130 or Mathematics 150 and Business 237.

355 Mass Media and Marketing Research
A study of methods related to media communication, including theoretical foundations and applications of research designs, data collection techniques, and data analysis for quantitative and qualitative investigations. Assignments include presentations of case studies, creation of a research study, and field research exercises and small group activities related to issues faced by communications and marketing researchers. Prerequisite: junior standing and Economics 130 or Mathematics 150, or permission of the instructor. (Cross-listed as Communications 300.)

365 Multinational Finance and Emerging Market Economies
This course analyzes the interaction between global capital and emerging market economies. It covers basic international financial management and considers topics such as the fundamentals of exchange rate and external accounts, international parity principles, exchange rate and banking crises in emerging markets, exchange rate risk management in emerging markets, country risk, international financing and investment in emerging markets and global debt financing. It explores case studies related to multinational corporations doing business in emerging markets and analyzes financial crises in East Asia and Latin America. Prerequisites: junior standing and Economics/Business 237. (Cross-listed as Economics 365.)

380 Investment Analysis
The process of selecting among alternative financial assets from the viewpoint of the individual. Emphasizes such topics as the evaluation of risk and return, security markets and industry developments, regulatory practices, and portfolio theory. Prerequisites: Economics 130 or Mathematics 150 and Business 237.

385 Options and Futures
This course introduces the economic functions of options and futures markets, discusses the basic underlying pricing mechanism of options and futures contracts, and provides a working knowledge of these contracts as risk management tools. Prerequisites: Economics 130 or Mathematics 150 and Business 237.

415 Corporate Finance
Theoretical and empirical issues in corporate finance are examined from the perspectives of the firm, the shareholders, and public policymakers.

Topics covered include leveraged buyouts and mergers, dividend policy, techniques used to raise capital, and the impact of the tax system on corporate activity. Prerequisites: Mathematics 110 and Business/Economics 237; junior or senior standing. (Cross-listed as Economics 415. May be taken by Business majors to meet GEC Senior Studies Requirement.)

431 International Finance
The fundamentals of international financial theory are identified and analyzed. Topics include exchange rate determination, balance of payments, accounting and analysis, and a description and analysis of international monetary systems and their evolution. Prerequisites: Economics 210 and 220; junior or senior standing. (Cross-listed as Economics 431. May be taken by Business majors to meet GEC Senior Studies Requirement.)

470 Latin American Global Business
To serve the needs of students who will live and work in a global economy, this seminar will emphasize analytic activities and case problems for corporate and entrepreneurial organizations operating or considering operations in Latin America. Economic theories, statistical tests, accounting records, financial analysis, and marketing concepts will be used to investigate business situations. Prerequisites: (a) senior standing; (b) Business major core courses (Economics 130 or Mathematics 150, Economics 210, Economics 220, Business 230, Business 237, and two 300- or 400-level Business or Economics classes) or permission of the instructor. (May be taken by Business and International Relations majors to meet GEC Senior Studies Requirement.)

480 Social Security, Pension, and Retirement
This course will cover social security, pensions, and retirement from three perspectives: the individual, the business firm, and public policy. The course will address a range of issues drawing upon microeconomics theory, macroeconomic theory, and finance. The impact that the baby boomers' retirement has had on the economy has received much attention in public policy debates. That debate includes widely differing characterizations of the problems and solutions. Students will be expected to develop their own critical sense of these issues. Open to senior Business or Economics majors or juniors as space allows (Cross-listed as Economics 480. Meets GEC Senior Studies Requirement.)

490 Internships
This work-study program provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with the Career Development Center to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships must be done for two credits. Prerequisites: junior or senior standing; no more than one credit of previous internship experience and this experience must not be similar to a subsequent internship in terms of skills or knowledge learned or applied; Economics 110 with a grade of C- or better, as well as other designated courses relevant to the specific type of the internship (see the instructor for information on the specific course prerequisites for each category of internship). The department will not give credit for internships that do not build directly on prior course work; students on academic probation are ineligible for this program. (Cross-listed as Economics 490.)

Business Courses Offered Less Frequently

425 Business and Economic Forecasting
This course employs regression techniques, time-series analysis, and business and economic indicators for forecasting economic and business variables. Prerequisites: Economics 110 and Economics 130 or Mathematics 150. (Cross-listed as Economics 425.)

485 Seminar: Capital Markets and Personal Financial Planning
Global financial markets, technology, and proposed tax laws are some of the influences on daily financial decisions. This course uses a framework for money management choices that also considers social implications of investing, consumer credit, taxes, housing, and personal risk management. Prerequisite: junior standing.

486 Seminar: Global Marketing
Analysis of international business activities and global marketing concepts with emphasis on the influences of cultural, political, and economic factors on product strategy, promotional activities, pricing, and distribution systems for goods and services. Prerequisite: junior standing.

EDUCATION

Professor Lou Lombardi
Philosophy of Education.

Associate Professor Dawn Abt-Perkins
Secondary Education.

Associate Professor Phylis Frankel
Psychology Applied to Education.

Assistant Professor Rachel Ragland
Secondary Education.

Instructor Shelley Sherman (Chairperson)
Elementary Education.

The belief of the education department is that the best preparation for any teaching career—elementary or high school—is a broad and liberal education. All candidates for teaching certificates are required to take courses throughout the divisions of the College and to complete another academic major in addition to an Education major. Lake Forest College is entitled by the state to prepare students for certification in elementary schools (grades K–9) and high schools (grades 6–12).

In 1999–2000, all 14 Lake Forest College students recommended for certification had a 100% passing rate on all state certification exams. Lake Forest College has a 15-week student teaching program, requiring a minimum of 600 classroom hours. The student teacher/supervising faculty ratio is 7 to 1.

Students who are particularly interested in urban education may participate in the Urban Education Program of the Associated Colleges of the Midwest (ACM). ACM coordinates many offerings for students in nearby Chicago, including a program leading to bilingual or English-as-a-second-language certification at either the elementary or secondary level. For descriptions of courses, please see Urban Education Program in Undergraduate Curriculum.

Students who wish to complete a teacher education program at any teaching level must complete the requirements for admission to a certification program.

The department sponsors a chapter of Kappa Delta Pi, an international honor society in education, and a student chapter of the National Education Association.

ADMISSION PROCEDURES FOR ILLINOIS STATE TEACHER CERTIFICATION PROGRAMS

General Information: the sequential steps leading to Teacher Certification, Elementary (K–9) or High School (6–12).

Education Major
(No Education minor is currently available.) Students who are interested in pursuing a career in teaching or in exploring such a possibility may declare their interest by becoming majors in education following their admission to Lake Forest College by meeting with a member of the education department faculty. Declaration of a major is a prerequisite for entry into any course in the department. Declaration of an Education major, however, does not guarantee that the student will meet the rigorous standards required to progress in the major and obtain recommendation for certification.

Education 210
Students must have a 2.0 GPA to enroll in this course and have declared an education major by meeting with a member of the education department faculty. The candidate must receive a grade of B- or better in the course to progress in the major. Students who do not meet this requirement must take two additional courses—Education 220 or 270—and achieve a GPA of at least 2.75 among the three courses.

Basic Skills Requirement
Before admission to a certification program, students must successfully complete at least one course in mathematics and one course in literature with a grade of C or better in each. Acceptance into the certification program also requires candidates to pass the Illinois State Board of Education's Test of Basic Skills. See the education department chairperson for information.

Departmental Interview

Students who are enrolled in or, preferably, have completed Education 210 and have an overall GPA of 2.75 or higher may request a departmental interview. The purpose of the interview is to evaluate the candidate on the following:

- oral and written communication skills
- clarity of goals for teaching
- academic skills including responsibility and organizational skills
- professional skills including maturity, flexibility, and independence
- effectiveness with children including use of sound judgment and other personal attitudes and attributes befitting appropriate role models for children

The student's entire academic and student life record is evaluated at this time. Faculty members, including the student's Education 210 instructor, and other members of the College community may be consulted for information about the candidate's readiness for the program.

This interview must be completed before enrolling in Education 303/304 or 313/315. The interview committee is composed of the department chairperson, one other faculty member from the Education Advisory Council, and one student who has already been admitted into a certification program.

Acceptance for Certification Candidacy

After successfully completing the departmental interview, Education 210, and the Basic Skills Requirement, students will be recognized as certification candidates and their transcripts will be so marked. Students who interview but do not meet these requirements will not be considered certification candidates until they do so. They may enroll in Education 303/304 or 313/315 by permission of the department chairperson.

Course Work

See the chairperson of the department for documents that describe course work requirements of Lake Forest College and the State of Illinois for the type of certificate sought. Students must receive a grade of C or better in any course applied toward certification.

Application for Student Teaching

Once the student has completed all of the required course work (or shows proof of registration), he/she must then supply to the education department coordinator of field experiences the following information the semester prior to the student-teaching placement:

The student's Lake Forest College transcript showing an overall 2.75 GPA in course work completed at Lake Forest College*;

Proof that the student has completed (or has registered to complete) an academic major;

Proof that the student has completed Education 304 or Education 315;

Proof that the student has completed Education 417 or 419, the methods course, with a grade of C or better;

Evidence of attitudes, values, and dispositions demonstrated in academic courses and field-work experiences for effective performance as a teacher. Successful completion of the departmental interview and recommendation by the department advisor is usually sufficient evidence.

The education department coordinator of field experiences will present all applications for student teaching to the Education Advisory Council for approval.

*Under extraordinary circumstances and only when a student's GPA is very close to 2.75, the education department chairperson may convene a special committee of the Education Advisory Council in order to hear a student's appeal should that student fail to meet the grade point requirement. By unanimous consent of the special committee, the student may be permitted to student teach.

Student Teaching

Students who meet all the criteria will be notified that they have been accepted for placement as student teachers. See the course descriptions for Education 418 and 420. Students must receive credit (a grade of CR) for student teaching in order to be eligible for certification. Students who receive a grade of D or F will not be eligible for certification.

Application for Certification

In the term preceding graduation (or during the term in which student teaching was completed) the student will complete the necessary form.

Academic Grievances for Teacher Education Students

Teacher education candidates have the same academic rights and responsibilities as all Lake Forest College students. There are, however, specific situations in the teacher education program when decisions may be cause for student grievances. These situations include the following:

- admission to or dismissal from the teacher education program, a clinical experience, or student teaching
- evaluation of the candidate's performance in courses, clinical experiences, or student teaching
- recommendation for state certification or for employment

Students who wish to appeal any of these teacher education matters should first confer with the chairperson of the education department. Appeals must be made in writing to the Education Advisory Council through the chairperson of the education department. Students may have personal, academic, or legal support in hearings concerning teacher education matters. The case may be further appealed to the Academic Appeals Board and, finally, to the president of the College.

STATE OF ILLINOIS—STANDARD ELEMENTARY CERTIFICATION (K–9)

(Approved by the Illinois State Teacher Certification Board)

General Education Courses

Communication Skills	
Oral	1 course
Written	1 course
Biological and Physical Sciences	2 courses
Social Sciences*	2 courses
Humanities**	4 courses
Mathematics	2 courses
Academic major	8 courses (minimum)

*Only one course may be in the psychology department.

**One course from either social sciences or humanities must involve study of a non-Western or Third World culture. One course in the humanities must be in American history. One course in the humanities must involve the study of literature. One course in the humanities must be in fine arts.

Academic Major

Students pursuing elementary certification may complete any of the academic majors offered at Lake Forest College.

Professional Education Courses

Required courses: Education 210, 303, 304, 312, 314, 417, 418, and Psychology 318.

One course from the following: Education 220 or 270.

Middle school endorsement requires Education 306 and Psychology 210.

STATE OF ILLINOIS—STANDARD SECONDARY CERTIFICATION (6–12)

(Approved by the Illinois State Teacher Certification Board)

General Education Courses

Communication Skills	
Oral	1 course
Written	1 course
Biological and Physical Sciences	2 courses
Social Sciences*	2 courses
Humanities**	4 courses
Mathematics	1 course
Interdisciplinary Studies***	1 course
Academic major	8 courses (minimum)

*Only one course may be in the psychology department.

**One course from either the social sciences or the humanities must involve study of a non-Western or Third World culture. One course in the humanities must be in American history. One course in the humanities must involve the study of literature.

***Interdisciplinary studies involves selecting one course outside your academic major that compliments your academic field. Usual selections include American politics, American history, or economics.

Education Major

English, French, German, Spanish, mathematics, natural science (biology, chemistry, or physics), social sciences (American studies, history, politics, or economics) are the only possible majors in the secondary program. Students who major and are certified in chemistry, physics, politics, economics, or German must also be endorsed to teach in a second field. Students certifying in social studies must complete a minimum of eight semester hours in U.S. history.

Professional Education Courses

Required courses: Education 210, 313, 314, 315, 419, 420, and Psychology 318.

One course from the following: Education 220 or 270.

Middle school endorsement requires Education 306 or 315 and Psychology 210.

POSTGRADUATION STUDENT TEACHING OPTION

The Postgraduation Student Teaching Option (STO) gives Lake Forest College Education majors the opportunity to complete their student teaching requirement after graduation.

While student teaching, participants in the program are required to pay an administrative fee to cover registration and supervisory costs. They are eligible for neither financial aid nor campus housing. The cost for 2000–01 is $2,000.

The option is available to any Lake Forest College graduate who has received the B.A. degree from the College, has satisfactorily completed the content-area major, and has met all of the requirements for the Education major and the certification program except for student teaching. The administrative fee applies only to the courses for student teaching, and only to the College credits granted for student teaching. The STO does not apply to students participating in the ACM Urban Education Program. Tuition for the ACM Urban Education Program is one half the Lake Forest College tuition for the semester. Permission of the Education department is required for participation.

EDUCATION COURSES

104 Elementary Mathematics from an Advanced Standpoint

This course presents an overview, for a sophisticated audience, of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include numeration systems, non-base-ten representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Prerequisite: Mathematics 103 or permission of the instructor. (Cross-listed as Mathematics 104.)

209 Biology and the Learning Process

Application of biological principles and the scientific method through laboratory experimentation and development of curriculum for a middle school science club. Emphasis will be placed on biological concepts, the process of experimental science, and science pedagogy. Four classroom or laboratory hours per week, and one afternoon every two weeks at the middle school. Prerequisites: one of the following: Chemistry 111, 121, Physics 111, 121, or Education 210.

210 Observing the Schooling Process

An introduction to the teaching-learning process from preschool through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus on developing competencies in educational library research and writing skills. (Limited to Education majors who have obtained a minimum GPA of 2.0 at Lake Forest College. Meets GEC Freshman Writing Requirement.)

215 Instructional Communication Theory and Practice

This course applies sociolinguistic theory to the understanding of language practices in academic settings. Based on the premise that knowledge is socially constructed, race, gender, class, and ethnicity are considered social markers that shape the meanings and the values assigned to instructional messages. Students research communication practices in their classrooms, apply cultural theories in their analyses, and practice methods and strategies toward becoming more effective communicators.

220 Philosophy of Education

Survey of theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Philosophy 220.)

270 History of Education in American Society and Thought

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Cross-listed as History 270.)

303 Reading in the Elementary School

Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes alternative approaches to reading and language arts instruction including whole language and strategies for teaching students with exceptional needs, especially the learning disabled. This course must be taken concurrently with Education 304. Prerequisites: Education 210 and departmental interview.

304 Elementary Fieldwork and Seminar

Half-day internship in the elementary or middle school. Elementary certification candidates complete 125 hours of supervised classroom observation and participation. Placements are arranged by the education department and supervised by faculty within the education department on a biweekly basis. Placement in a multicultural setting is required. This course must be taken concurrently with Education 303. Prerequisites: Education 210 and departmental interview. (Meets GEC Cultural Diversity Requirement.)

306 Teaching Adolescent Students

This course emphasizes the importance of developing special skills, competencies, and understanding for teaching middle school students. It includes middle-grade philosophy, curriculum, instruction, and methods; design and development of middle-grade lessons and programs; assessment coordination and referral of students to health and social services; and observation and participation in middle grade classrooms. Prerequisites: Education 303 and 304.

312 Art Education

The media and methods of teaching elementary school art. Required only for elementary certification. One-half course credit. (This course, which is required for elementary certification, does not carry graduation credit but will be recorded on the student's academic record and may be taken in addition to the regular course load. No tuition fee for this course is charged to full-time students paying the comprehensive tuition for the semester.)

313 Reading in the Content Areas

Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially the learning disabled. This course must be taken concurrently with Education 315. Prerequisites: Education 210 and departmental interview.

314 Inclusive Learning Environments

Emphasis on approaches and methodology that establish an inclusive classroom environment including strategies for curriculum and management modification for students with exceptionalities. Topics include identification of various exceptionalities (e.g., learning disabilities, mental retardation, physical disabilities, etc.) that affect students and the structuring of their learning environments; the role of the special educator in relation to the regular classroom teacher; federal and state legislation that governs special education and the role of the regular classroom teacher; observation and analysis of students with exceptionalities in various learning environments; multicultural and linguistic differences as related to special education. Limited to juniors and seniors who plan to complete certification. Prerequisite: Education 303/304 or 313/315 or permission of the department chairperson.

315 Middle School Fieldwork and Seminar

Half-day internship in the middle and junior high school. Secondary certification candidates complete 125 hours of supervised classroom observation and participation. Placements are

arranged by the education department and supervised by faculty within the education department on a biweekly basis. Placement at a multicultural site is required. Prerequisite: Acceptance for certification candidacy. (Meets GEC Cultural Diversity Requirement.)

417 Curriculum and Instructional Design: Elementary
Stresses practical skills of elementary and middle school classroom teaching, including teaching students with special needs. In addition, each student will be assigned a clinical placement in an elementary school for observation hours in connection with the class.
Prerequisites: Education 303 and 304. A grade of C or better is required for application for student teaching.

418 Student Teaching and Elementary Seminar
Full-day supervised teaching for 14–15 weeks in a cooperating school and a weekly seminar. This course is graded only on a Credit/D/Fail basis. Prerequisite: Education 417 with a grade of C or better.

419 Curriculum and Instructional Design: Secondary
Stresses the practical use of educational theory in the classroom by focusing on lesson and course planning, evaluation, management, and the teaching of students with special needs. In addition, each student will be assigned a clinical placement in a high school for observation hours in connection with the class.
Prerequisites: Education 313 and 315. A grade of C or better is required for student teaching.

420 Student Teaching and Secondary Seminar
Full-day supervised teaching for 14–15 weeks in a cooperating school and a weekly seminar. This course is graded on a Credit/D/Fail basis. Prerequisite: Education 419 with a grade of C or better.

Education Courses Offered Less Frequently

222 Social Foundations of Education
A study of current and historical social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical-sociological changes and changes in educational practice. Schools are examined as institutions that influence the social as well as academic development of American youth. Prerequisite: Education 210 or Sociology and Anthropology 110 for first-year students and sophomores. (Cross-listed as Sociology and Anthropology 223.)

232 The Teaching of Writing
Introduces students to theories of writing development with the intention of learning to teach others how to improve their writing skills and strategies. A theory guiding this course is that while learning how to teach someone else to write better, one becomes a better writer. (Cross-listed as English 232.)

311, 411 Advanced Fieldwork
Students who have completed 210 and 303/304 or 313/315 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

325 Seminar in Teaching and Learning through the Arts
Through reading, discussion, and hands-on experience, students will learn about the artistic processes as a fundamental mode of inquiry and problem solving. Students will then examine ways in which the artistic process—as a complement to the scientific, mathematical, and historical process—can be integrated more systematically into the mainstream of elementary and secondary education. Seminar will include lecture/demonstration by artist-teachers in drama, music, and studio art. Prerequisite: Education 312 or permission of the instructor.

415 Special Studies in Education
Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Available only to juniors and seniors.

ENGLISH

Professor Richard Mallette
English Literature. The Renaissance.

Associate Professor Bernice E. Gallagher
Director of Writing Programs.

Associate Professor Benjamin Goluboff (Chairperson)
American Literature. Nineteenth-Century Literature.

Associate Professor Robert M. Greenfield
Comparative Literature. Modern Literature.

Associate Professor Diane M. Ross
English Literature. Medieval and Renaissance Literature. Gender Studies.

Assistant Professor Robert Archambeau
English Literature. Nineteenth-Century Literature. Writing Poetry.

Assistant Professor Carla Arnell
Ancient and Medieval Literature.

Assistant Professor Judy Massey Dozier
African American Literature. Gender Studies. Nineteenth-Century American Literature.

Assistant Professor Tracy McCabe
Women's Studies. Writing

Lecturer Jacqueline Perret
Composition. Nonfiction Writing.

Lecturer Ted Schaefer
Composition. Nonfiction Writing.

The Department of English offers courses central to liberal arts education, not only for English majors but also for other students who wish to enrich their understanding of literature and language and to develop their skills as readers and writers. These are skills essential to leading constructive and imaginative lives. They also provide preparation for careers in law, teaching, publishing, advertising, communications, business—for any work that requires the ability to read, to write, and to think well. The department provides a range of courses for all students in the College. Writing courses include English 100, 231, 235, 242, 330, 360, and 361 (some writing courses require the submission of a writing sample to the instructor). Literature courses designed for freshmen include English 110 (designed for prospective majors) and many 200-level courses. With the exception of 100 and Freshman Studies, all English courses are open to upperclass students of all majors.

ENGLISH MAJOR

The department has designed a curriculum for English majors that reflects our commitment to the study of literature as well as writing. Hence we offer two areas of concentration: a literature track or a writing track. Both are grounded in a study of literary tradition. All majors learn how to read and interpret complex texts, how to relate one text to another and to a tradition, and how to read texts within historical and multicultural contexts. We offer literature courses organized in various ways, focusing on historical periods, single authors, literary types, thematic issues, multicultural literatures, and gender issues. Majors who choose the writing track elect to focus on either imaginative or nonfiction writing.

After choosing either a literature track or a writing track, students continue to diversify and deepen their study in advanced courses appropriate to the track.

Literature Track Requirements
Classics of Literature Sequence (to be taken in chronological order): English 210, 211, and 212.

Two period courses from English 300, 301, 302, 304, 305, 306, 307, 345, 400, 401, 402, and 403.

One course from English 204, 216, 220, or a third course from the second list above.

English 450.

At least two electives to complete a nine-course minimum for the major.

Writing Track Requirements
Classics of Literature Sequence (to be taken in chronological order): English 210, 211, and 212.

One course from English 204, 216, 217, 218, 220, 300, 301, 302, 304, 305, 306, 307, 345, 352, 400, 401, 402, and 403.

The Writing Courses
For imaginative writers: 235; then 360, 361, or 242; and 440.

For Nonfiction Writers: 230, 330, and 440.

At least two electives to complete a nine-course minimum for the major.

Freshmen considering an English major are advised to take English 110. Once a major has been declared, the student will consult with a departmental advisor and work out an appropriate study program. Majors in the literature track who plan to do graduate work in literary studies should consult with their advisors and orient their programs toward the period courses and have a reading knowledge of at least one modern foreign language, preferably French or German. Special studies courses in which topics may vary from year to year (223, 224, and 326) may be taken more than once, but majors may count them only once toward the nine-course minimum for the major.

ENGLISH MINOR

Classics of Literature Sequence: 210, 211, and 212.

Two courses from 300, 301, 302, 303, 304, 305, 306, 307, 345, 400, 401, 402, and 403.

One course at 200 or above, to complete a six-course minimum for the minor.

SENIOR RULE

The following rule applies to all seniors majoring or minoring in English: No written work submitted for any course offered within the English department shall be considered acceptable unless it is free of errors in grammar, punctuation, spelling, and usage.

100 English Composition

Designed for first-year students and other students (upon consultation with the director of writing programs) to achieve effective expository and argumentative prose. Frequent papers will develop basic writing and research skills. (Does not apply toward the major. Not open to upperclass students. Does not meet GEC Humanities Requirement.)

101 Writing Center Tutorial

An expository writing course for students identified by the director of writing programs. (Does not apply toward the major. Not open to upperclass students. Does not meet GEC Humanities Requirement.)

110 Introduction to Literary Studies

Designed to introduce prospective majors to English studies. Primarily for first-year students but also for others who wish to acquire useful skills as readers and writers by developing critical abilities in studying literature. (Does not apply toward the major. Meets GEC Freshman Writing Requirement.)

110-1 Introduction to Literary Studies: Stories, Poems, Plays

This course is intended to teach students how to become sophisticated readers of imaginative literature. We will read a variety of stories, poems, and plays. We will learn how to analyze and interpret texts from multiple perspectives in order to read and write critically and passionately. (Does not apply toward the English major. Meets GEC Freshman Writing Requirement.)

110-2 Introduction to Literary Studies: Reading the Genres

An introduction to literary genres and interpretive skills associated with reading them, this course examines works of poetry, fiction, and drama. Classes emphasize interpretive writing, include an orientation to resources for literary research in the library, and introduce students to a variety of important works by American and British writers. (Cross-listed as Freshman Studies 153. Does not apply toward the English major. Meets GEC Freshman Writing Requirement.)

110-3 Introduction to Literary Studies: Gender and Reading

This course will explore the effect of gender on our perception of poetry, fiction, and drama. Do male and female authors have distinctive characteristics? Do women and men have different expectations and preferences as readers? Which writers break stereotypes? Which perpetuate them? Do gender issues receive different treatment in popular culture versus great literature? We will discuss these questions while learning about a variety of critical approaches to literature. Equal attention will be given to male and female writers. Does not apply toward the English major. (Meets GEC Freshman Writing Requirement.)

204 Nineteenth-Century American Literature

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on American culture, developments in American literary form, and themes of American community and nature.

205 Twentieth-Century American Literature

Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, and Dos Passos.

206 American Nature Writing

An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and "wise use," and preservation and "biodiversity." (Cross-listed as Environmental Studies 206.)

210 Ancient and Medieval Literature

The origins of Western literary tradition traced through such classic figures as Homer, Virgil, and Dante. A survey of major English literary texts, culminating in Chaucer. (Meets GEC Freshman Writing Requirement.)

211 English Literature I: The Renaissance and Eighteenth Century

The continuation of the Classics of Literature Sequence, focusing on such major figures as Shakespeare, Milton, Swift, and Pope seen against the developments and traditions of the two periods. Prerequisite: English 210.

212 English Literature II: The Nineteenth and Early Twentieth Centuries

The third in the Classics of Literature Sequence, from the Romantics through Modernism, seen against the developments and traditions of the last two centuries. Prerequisites: English 210 and 211.

215 Myth and Literature

An examination of the ways in which literature derives from, alters, and creates myth. Readings drawn from the Bible, classical mythology, Arthurian legend, and medieval and modern literature.

216 African American Literature I

A study of slave narratives and contemporary revisions. Includes works by Equiano, Douglass, Delaney, Jacobs, Morrison, Johnson, and Williams. (Cross-listed as African American Studies 216. Meets GEC Cultural Diversity Requirement.)

217 African American Literature II

An examination of narrative attempts before, during, and after the Harlem Renaissance to move from imposed stereotypes toward more accurate representations of African American experiences. Includes works by Chesnutt, Du Bois, Hurston, Larsen, Hughes, Toomer, Baldwin, and Walker. (Meets GEC Cultural Diversity Requirement.)

218 Blues Women in African American Literature

An analysis of the representation of "blues women" and the music in writings by African Americans. Authors include Larsen, Hurston, Morrison, Wilson, Jones, and Walker. (Meets GEC Cultural Diversity Requirement.)

220 Shakespeare

Selected plays to show Shakespeare's artistic development; intensive analysis of major plays.

223 Literary Types and Traditions: Multicultural Literature

An examination of literary works by writers from American minority groups and from the postcolonial world. The course explores how these writers negotiate between cosmopolitanism and a sense of rootedness in particular communities. (Meets GEC Cultural Diversity Requirement.)

224 Special Studies: Literature of the Vietnam War

This course examines the Vietnam War as refracted through various literary genres. The readings for the course include Graham Green's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Truong Nhu Tang's *Vietcong Memoir*.

225 Women and Literature

A study of how gender has affected the production and reception of literature. Emphasis on women writing in English between 1800 and the present. Attention paid to the representation of women in writings by men. Writers cov-

ered may include Austen, Brontë, Dickinson, Woolf, Plath, and more recent authors. (Meets GEC Cultural Diversity Requirement.)

231 Introduction to Journalism
A course in news reporting and writing for newspapers, magazines, and broadcast media. With workbook exercises and writing assignments, students handle many kinds of journalistic story, ranging from interviews to sports and speeches and investigative reporting. Intended for English and Communications majors.

232 The Teaching of Writing
To introduce students to theories of writing development with the intention of learning to teach others how to improve their writing skills and strategies. A theory guiding this course is that while learning how to teach someone else to write better, one becomes a better writer. (Cross-listed as Education 232.)

235 Introduction to Creative Writing
A beginning course in the art of writing fiction, poetry, and nonfiction prose. Literary analysis will be combined with creative assignments. Group discussions and individual conferences.

242 Creative Writing: Playwrighting and Screenplay Writing
A beginning course in the craft of dramatic writing. Problems of writing for screen and stage will be studied. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample. (Cross-listed as Theater 242.)

250 Contemporary Literature
A variety of writings from mid-twentieth century to the present; selections drawn not only from mainstream English and American authors but also from literature by minorities and foreign writers.

251 Postcolonial Literatures
A course exploring themes in the literatures of Africa, India, the Caribbean, and the Islamic world from the end of colonialism to the present day. Topics include postcolonial "writing back" to the literature of empire; nativism; ethnocentrism and the search for an authentic postcolonial voice; cultural hybridity; and the literature of migration and exile. (Meets GEC Cultural Diversity Requirement.)

270 Introduction to Women's and Gender Studies
This course is an introduction to the field of women's studies with an emphasis on literary texts studied in connection with ideas about gender in other disciplines, including science and social science. (Meets GEC Cultural Diversity Requirement. Cross-listed as Women's and Gender Studies 252.)

300 Medieval Studies: The Chaucerian and Arthurian Traditions
This course will consider two overlapping traditions of medieval narrative: the courtly romance culminating in Malory's Le Morte D'Arthur and the realistic or bourgeois narrative characteristic of Chaucer. Readings will also explore the continental roots of the English masterpieces, including selections (in translation) from Boccaccio, Chrétien de Troyes, and *The Romance of the Rose*. Prerequisite: English 210.

301 The Renaissance
A study of early modern genres, including works by Parr, Sidney, Spenser, Shakespeare, Donne, and Wroth. Prerequisites: English 210 and 211.

302 John Donne and His Contemporaries
Literature of the earlier seventeenth century with close study of works by Donne, Herbert, Jonson, Burton, Browne, and others in the baroque tradition. Prerequisites: English 210 and 211.

304 The Romantic Period
Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era. Prerequisite: English 212.

305 Victorian Literature
Masterpieces of fiction, nonfiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Prerequisite: English 212.

306 The English Novel
Development of the novel; representative works by major figures from Defoe through Conrad. Prerequisite: English 212.

307 Women Writers: Austen, Wharton, Woolf
Detailed study of several novels and other writings by each author. Attention paid to historical context and to feminist theories of literature. (Meets GEC Cultural Diversity Requirement.)

310 Introduction to the African Novel in English
A study of the political concerns that motivate a group of African writers and an investigation of the way formal strategies and techniques derived from African cultural traditions shape a hybrid with imported European forms. Readings include Chinua Achebe's *Things Fall Apart*, Buchi Emecheta's *The Joys of Motherhood*, Ayi Kwei Armah's *The Beautyful Ones are Not Yet Born*, Ngugi wa Thiong'o's *Devil on the Cross*, Mariama Ba's *So Long a Letter*. (Cross-listed as African American Studies 310. Meets GEC Cultural Diversity Requirement.)

321 Modern Fiction
An exploration of modern fiction as it has developed in the late nineteenth and twentieth centuries—including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. Prerequisite: any 200-level literature course.

322 Modern Poetry
Major figures in English and American poetry of this century. Prerequisite: any 200-level literature course.

325 Black Literature of the 1960s
A study of the literature produced by participants in the Black Arts and Civil Rights movements. Authors may include Amiri Baraka, Malcolm X, Martin Luther King Jr., Haki Madhubuti, Sonia Sanchez, Assata Shakur, Eldridge Cleaver, Gil Scott-Heron, and Angela Davis, among others. Prerequisite: English 217 or permission of the instructor. (Meet GEC Cultural Diversity Requirement.)

326 Interdisciplinary Studies: Postmodernism
An interdisciplinary study of postmodernism as a literary and cultural phenomenon that redefines both local and global communities. The course will investigate aesthetic production during the post-WWII period by American and world writers and artists, with an additional focus on the theoretical basis of postmodernism. (Meets GEC Cultural Diversity Requirement.)

330 Advanced Nonfiction Writing
Emphasis on writing the personal essay and other kinds of creative nonfiction, i.e., film reviews, travel writing, and descriptive writing. Students will complete at least one lengthy writing project of their own devising. Workshop, group discussion, and conferences. Prerequisite: English 235.

345 Neglected American Novels of the Nineteenth Century
A seminar on nineteenth-century novels not usually covered in typical surveys of the century. Course material will include novels by neglected writers such as Harold Fredric and Lydia Maria Child, along with some less-known works by major figures such as Melville and Stowe. Prerequisite: English 204.

351 Junior Colloquium: Gender and Literature
This course concentrates on African American women "writing themselves" and the ways they assert control over their lives and identities against what Toni Morrison calls American Africanism. Authors may include Morrison, Walker, hooks, Wilson, Williams, Woolf, Hemingway, Cather. (Meets GEC Cultural Diversity requirement.) Prerequisite: a 200-level American literature course

352 Modern Irish Writers
A course in Irish fiction, poetry, and drama of the twentieth century, including works by Joyce, Beckett, Yeats, and Synge. We will explore questions of nationalism, language, and modernism in Irish literature and will consider the works in historical contexts.

360 Creative Writing: Fiction
An intermediate course in the craft of the short story. Group discussions and individual conferences. Prerequisite: English 235.

361 Creative Writing: Poetry
An intermediate course in the craft of poetry. Group discussions and individual conferences. Prerequisite: English 235.

400 Herman Melville
An advanced seminar examining Melville's fiction and poetry in the context of nineteenth-century American culture. Readings will include *Typee*, *Moby Dick*, *Israel Potter*, and "Battle Pieces." Prerequisites: English 204 and significant progress in the Classics of Literature Sequence.

401 John Milton
An intensive study of the poetry of Milton, with extended attention to *Paradise Lost*. Emphasis on the classical and Judeo-Christian context of Renaissance culture. Prerequisites: English 210 and 211.

402 Geoffrey Chaucer
An advanced course including study of *The Canterbury Tales*. Emphasis on Chaucer's earlier masterpiece *Troilus and Criseyde* as well as his dream-vision poems. Prerequisite: English 210.

403 Emily Dickinson
An advanced seminar on the poetry and letters of Emily Dickinson. Emphases on the cultural context of Dickinson's work and its critical reception. Prerequisite: English 204.

440 Advanced Writing Seminar/Tutorial
An advanced course in which each student completes a Senior Writing Project: a portfolio of work in either poetry, fiction, drama, or non-fiction prose. Group discussion and individual conferences. Intended for senior majors in the writing track. Prerequisites: (a) one course from English 235; and (b) English 242, 330, 360, or 361. (Meets GEC Senior Studies Requirement.)

450 Theory of Literature
Important critical modes and approaches to literature; an integrating experience for the senior major. (Meets GEC Senior Studies Requirement.)

English Courses Offered Less Frequently

203 American Literature I: Early American Literary Culture
The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics.

208 European Classics of the Late Eighteenth and Nineteenth Centuries
Readings in major nineteenth-century and early modern authors, e.g., Goethe, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, Ibsen, and Mann.

303 The Age of Satire: The Pope-Swift Circle
Principal neoclassical writers, including the Restoration dramatists and Dryden; the Augustans; Johnson, Fielding, and Sheridan.

342 History and Literature: Crises in England, 1485–1660
This course offers an interdisciplinary opportunity to investigate one seminal era. Basic topics to be covered include the "lost" world of the early modern family and social life; the English Reformation; the crisis of the aristocracy and the rise of the gentry; Renaissance heroism and "self-fashioning"; women's lives and literature; early modern biography and lyric subjectivity; Tudor and Stuart monarchy; the English Civil War; and the emergence of the scientific world-view. Prerequisite: either one English or one History course at the 200 level or above. (Cross-listed as History 342.)

ENVIRONMENTAL STUDIES

Professor Steven P. Galovich (Chairperson)

Associate Professor Benjamin Goluboff

Associate Professor Anne Houde

Associate Professor Jeffrey Sundberg

Assistant Professor Brian Frey

Assistant Professor Caleb Gordon

Lecturer Herb Bronstein

Lecturer Chad McCracken

Environmental Studies is an interdisciplinary program that looks at the environment in many different ways. The environment can be studied as the set of natural systems that determines the health of the planet, or as the variety of ways humans have influenced the environment around them. The program values the perspectives of many different disciplines from the natural sciences, social sciences, and humanities. Its majors learn a variety of ways to address environmental issues and the value of using an interdisciplinary approach to these topics. However, students are encouraged to build a set of disciplinary skills in addition to the broader exposure required by the major.

ENVIRONMENTAL STUDIES MAJOR

(No minor is currently available.)
Mathematics 150 (Introduction to Probability and Statistics) or Economics 130 (Economic Statistics); Biology 220 (Ecology and Evolution); Chemistry 110 (General Chemistry I) or Chemistry 102 (Chemistry and the Environment); Environmental Studies 200 (Interdisciplinary Approaches to Environmental Issues: Wildlife in North America)

Two of the following:
Environmental Studies 210 (Environmental Ethics); Economics 210 (Microeconomic Theory); or any Politics courses at the 200 level.

Students are strongly encouraged to take the introductory biology sequence that leads to Biology 220 and to take Chemistry 110 and 111. Additional chemistry courses are also strongly recommended. These courses are prerequisites for many of the upper-level science courses in which Environmental Studies majors are often interested, and they are also considered desirable, often even required, for many internships and career opportunities.

Additional requirements:
Four elective courses from the lists below, three of which must be from the same division.

Environmental Studies 400 or other course work appropriate to the Senior Studies Requirement.

Students are urged to consult carefully with their advisors to design a program of study that best meets their interests and needs. Students are also encouraged to consider a research project, off-campus program, or internship as a way to further their studies. An internship cannot replace an elective course, but is in many cases an excellent complement to the student's course work. Students electing to major in Environmental Studies must choose a member of the Environmental Studies Program Committee for academic advising.

Elective courses in each division include the following:

Natural Sciences
Biology: 342 (Developmental Biology); 344 (Animal Behavior); 352 (Genetics); 382 (Marine Biology); 383 (Freshwater Ecology); 389 (Evolution)

Chemistry: 220 (Organic Chemistry I); 221 (Organic Chemistry II); 300 (Biochemistry)

Social Sciences
Economics 270
(Latin American Development)

Environmental Studies 340

Politics 321
(U.S. Energy and Environmental Policy)

Sociology and Anthropology 271
(Technology and Human Values)

Humanities
Art 220
(History of Architecture)

Environmental Studies 206, 240, 320, 365

History 263
(American Cities)

Philosophy 212
(Multicultural Approaches to the Environment)

110 Our Dynamic Planet
This survey of the earth sciences provides an introduction to our planet's geology, physical geography, soils, biological zones, and climates. Specific topics include a look at the 4.6-billion-year history of earth; plate tectonics and the motion of continents. We will learn to read the landscape with the help of maps and the Global Positioning System and discuss the formation and classification of minerals, rocks, and fossils. Lectures, discussions, two required field trips. Three hours a week. No prerequisites. Not applicable toward major or minor. (Meets GEC Natural Science Requirement.)

200 Interdisciplinary Approaches to Environmental Issues: Wildlife in North America
The seminar examines the history of wildlife in North America and how human attitudes toward that wildlife have varied. It will cover topics such as Ice Age mammals and extinctions, predator bounties and reintroduction programs, captive breeding programs for species such as condors, deer culling, and the Endangered Species Act. Readings will be drawn from a wide field including ecology, conservation biology, economics, politics, history, religion, philosophy, and art history.
Prerequisite: three courses that count toward the Environmental Studies major or have completed two with a corequisite third. (This course does not meet any GEC requirement.)

206 American Nature Writing
An historically organized survey of the various rhetorics through which nature has been understood by Americans from the Puritans to contemporary writers: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and "wise use," and preservation and "biodiversity." (Cross-listed as English 206.)

210 Environmental Ethics
Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics? (Cross-listed as Philosophy 210.)

240 Religious Perspectives on Environmental Issues
The current environmental crises rest on a layer of philosophical and religious assumptions that are currently being challenged. Are human beings the center of the universe? Is humankind's mandate to dominate nature? Does nature belong to human beings or do human beings belong to nature? This course will address the relationships among the divine, the human, and the sphere of nature from various religious perspectives. (Cross-listed as Religion 240. Meets GEC Cultural Diversity Requirement.)

320 Landscape and Representation
This course explores the many moments in human history when landscape was a subject for representation. Drawing from a wide range of chronological periods and cultures, the course will examine how the natural environment is depicted, for which audiences it was depicted, the artistic strategies by which landscapes are achieved, and the many meanings and associations that accompany the production of landscape imagery. Prerequisite: one art history course or permission of the instructor. (Cross-listed as Art 320.)

340 Environmental and Natural Resource Economics
The course examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation.
Prerequisite: Economics 210 or permission of the instructor. (Cross-listed as Economics 340.)

361 Environmental Law
This course will explore basic issues of law and policy involved in the consumption, conservation, and regulation of natural resources. In particular, we will consider how various competing public and private interest in the use and protection of the environment affect legislative, administrative, and judicial decision-making. Topics to be discussed include: agency management of environmental risk; civil suits as a means of environmental law enforcement; wilderness and the use of public land; takings and other private property rights concerns; federalism and the environment. Among other statutes, we will examine the National Environmental Policy Act, the Clean Air Act, the Wilderness Act, the Endangered Species Act, and the Toxic Substances Control Act.

365 American Thought
An examination of major currents of American thought with special emphasis on the ways that Americans have thought about their relationship with their environment: Puritanism, Jefferson and nature, Emerson and Thoreau's romanticism, Darwinism, the modern environmental movement. Prerequisites: History 120, 121, an introductory course in American literature, or permission of the instructor. (Cross-listed as History 365.)

375 Conservation Biology
This course will examine how biological principles and information can be applied to conservation of species, ecosystems, and natural resources. Topics may include endangered species, conservation genetics, landscape and ecosystem, level conservation, restoration, biodiversity in human-influenced systems, and others. Course is scheduled to allow extended field trips and will also include lecture, discussion, and other classroom and laboratory activities. Prerequisite: Biology 220. (Cross-listed at Biology 375.)

400 Senior Seminar: Climate Change
Climate change resulting from global warming is one of the most pressing environmental concerns facing society in this century. This seminar will examine scientific evidence and predictions relating to the causes, effects, and potential future effects of climate change. Potential solutions will be explored in terms of the scientific, economic, and political consequences of implementing, or not implementing, them. Class sessions will be devoted to discussion of readings, guest lectures, and student presentations. Prerequisite: Environmental studies major with senior standing. Senior non-majors may enroll with permission of the instructor.

490 Internships
Off-campus experience supervised by a faculty member.

499 Independent Study
Tutorials, research projects, and senior theses are available forms of independent study, with permission of an instructor.

FOREIGN LANGUAGES AND LITERATURES

Professor Jean-Luc Garneau
Linguistics. Littérature Québécoise. French Literature of the Twentieth Century. Translation.

Professor David George (Chairperson)
Spanish Language. Latin American Studies. Portuguese Language. Theater. Translation.

Associate Professor C. Richard Fisher
Goethezeit. Modern German Literature. Literary Genres. Epic Literature. Comparative Studies.

Associate Professor Clayton Gray Jr.
German Language. Medieval, Nineteenth- and Twentieth-Century German Literature. Comparative Literature. Russian and Italian Language.

Associate Professor Cynthia T. Hahn
French Language. Francophone Literature of Quebec, Africa, and the Caribbean. French Literature of the Nineteenth and Twentieth Centuries. Translation. Business French.

Associate Professor George L. Speros
Spanish Language. Peninsular Spanish Literature and History. Contemporary Spanish Politics.

Assistant Professor Lois Barr
Spanish Language. Latin American Literature. Peninsular Literature.

Lecturer Brigitte Debord
French Language.

Lecturer Eiko Ichinose
Japanese Language.

Lecturer Chun-Yen Stillman
Chinese Language.

Lecturer Elena Sznajder
Latin American Literature.

The Department of Foreign Languages and Literatures offers course work in Chinese, French, German, Japanese, and Spanish as well as occasional courses in Italian, Portuguese, and Russian. Students are expected to gain well-rounded knowledge of the literature, cultural history, and civilization represented by their chosen language as well as fluency in the skills of speaking, listening, reading, and writing in the language. It is further expected that students will learn to relate this knowledge and these skills to other studies in the liberal arts curriculum. In addition to advanced-level courses in literature, language, and culture taught in the target language, courses are offered in French, German, and Spanish literature in translation. Courses in linguistics, civilization, and film are also available in English.

Advanced students may participate in local internships as available to those studying French, German, or Spanish. Students of French and Spanish may also apply to the College's international internship/study-abroad programs in Paris, France, and Santiago, Chile. Associated Colleges of the Midwest programs provide an opportunity for study in Hong Kong, Tokyo, and Costa Rica. Study at Peking University in Beijing is also an option. Please consult Internships and other Off-Campus Study Opportunities for details. Further information is available from the Coordinator of Study-Abroad Programs.

The Language Laboratory located in Donnelley Library includes a computerized audiotape system and individual sound and video stations. There is also a computer cluster with Internet access for special instruction and language-related projects. Among the audio-visual materials available are foreign language films, beginning, intermediate, and advanced language tapes, and recorded music, drama, and poetry. Phi Sigma Iota, the Foreign Languages Honor Society, and foreign language clubs sponsor extracurricular activities and *Collage*, a magazine of student writing in the foreign languages.

Placement
Entering students desiring to continue with a language studied at another institution, or with other prior foreign language training or experience, will be advised and placed at the appropriate level to continue language study. Each year of secondary school study is assumed to be the equivalent of one semester at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the first semester course at the intermediate level (210).

Please Note: Completion of courses in a given order is essential for language study, especially at the 100–200 level. Students, first-year in particular, should be ready to begin or resume their language study in the fall semester, or they may lose a full year of study. A student must receive a grade of C or better in 212 or 220, or have the instructor's permission, in order to take courses numbered 300 or above. Some 300- and 400-level courses have prerequisites at the 300 level. Please consult the instructor or departmental chairperson.

The Department of Foreign Languages and Literatures strongly encourages all students who wish to undertake a major or minor course of study in any language to participate in a study-abroad program in an appropriate country. Students considering study abroad should begin language study as early as possible, preferably in their first semester at Lake Forest College. This is crucial to assure that students attain the high level of proficiency required by most programs by the time students apply for study abroad, usually prior to the junior year. The Lake Forest College international internship/study-abroad programs in Paris and Santiago require students to have completed two years plus one semester of language study before going abroad. The ACM programs in Hong Kong, Tokyo, and Costa Rica require at least two years of language training. We strongly recommend taking either French 312 or 320 for the Paris program and Spanish 312 or 320 for the Santiago program. Moreover, the ACM programs in Costa Rica and Japan are highly competitive, and experience has shown that acceptance into these programs, as well as the programs of other institutions with international bases, is more likely the greater the student's preparation in the language and culture of the destination country.

In addition to preparing themselves linguistically, students should structure their course of study in ways that best prepare them for international experience. Students wishing to pursue an internship in a foreign country are expected to have extensive background in the field in which the internship will be carried out. As a consequence, some students choose to major or minor both in a language and in another field such as history, politics, international relations, economics, and so on. Students who opt for a dual major must consult with academic advisors from both departments or programs in order to ensure a realistic, balanced, and meaningful course of studies.

Programs offered by Lake Forest College, affiliated ACM colleges, and many other institutions enable students to study languages and cultures in numerous countries on five continents. The most successful and beneficial study-abroad experiences are those for which the student has planned well and laid a strong foundation of language and culture study at the College. For further information, visit Jan Miller, the coordinator of study-abroad programs, or talk to the departmental chairperson or other departmental faculty.

FOREIGN LANGUAGES AND LITERATURES MAJORS

A major may be obtained in French, German, or Spanish. Courses in Spanish may apply to the major in Latin American Studies. Course work in Japanese or Chinese language may apply to the major in Asian Studies. Students are required to take a minimum of eight courses in the field of the major language, with credit given for one course on the 200 level and seven courses on the 300 and 400 levels. Students should consult with academic advisors to ensure that their major programs present a balance of courses in culture, advanced or specialized language study, and literature. A grade of C or better is required for credit in all major courses.

French
Majors have the option of replacing two courses with selections from the linguistics program, Foreign Civilization 300 (French 330), Foreign Civilization 333 (French 333), Foreign Civilization 334 (French 334) or Foreign Civilization 400, or French literature in translation. The Paris internship program offers four

credits applicable to the major. The two credits for internship work may also be applied to another major, when approved by the major department.

German

German majors are expected to study at least one semester in a German-speaking country (Germany, Austria, or Switzerland).
Preparations should be made early in the sophomore year for participation in a study-abroad program during the junior year. Department faculty will assist students in enrolling in an appropriate program. Majors have the option of replacing two courses with selections from the linguistics program, German film, or German literature in translation.

Spanish

Majors have the option of replacing two courses with selections from the linguistics program, Foreign Civilization 302 (Spanish 337) or 335 (Spanish 333) or 410, or Spanish, Latin, American, or Brazilian literature in translation. The Santiago internship program offers four credits applicable to the major. The two credits for internship work may also be applied to another major, when approved by the major department.

FOREIGN LANGUAGES AND LITERATURES MINORS

French

Prerequisite: French 110 and 112. Six courses required, generally distributed among offerings in language, literature, and culture. French 210 and 212 (waiver on basis of placement exam); French 312; plus one of the following: (a) a semester abroad in a French-speaking environment in a combination of three to four courses with a possible internship component (three credits given for study abroad at the discretion of the chairperson, with a qualifying exam if deemed advisable, or three credits from the Paris internship program) or (b) three courses from any French 300 or 400 level. One course in English from offerings listed for the major (such as French 330/Foreign Civilization 300, French 333/Foreign Civilization 333, French 334/Foreign Civilization 334, Latin American Studies 336/Foreign Civilization 336 or French Literature in Translation) may count toward the requirement. A grade of C or better is required for credit in all minor courses.

German

Prerequisite: German 110 and 112. Six courses required, generally distributed among offerings in language, literature, and culture. German 210, 212; two courses from 220, 311, 312, 410; two courses from 300, 350, 360, 370, 380, 400 or 240, 250, 260, 333. (German 300 is a prerequisite for 350, 360, 370, 380, 400.) One course in English from offerings listed here (such as German 240, 250, 260, 333) may count toward the requirement. Students are strongly encouraged to complete at least one semester of study in Germany. Up to three credits are given for study abroad at the discretion of the chairperson, with a qualifying exam if deemed advisable. A fourth credit may be given on the basis of course work abroad and an essay in German summarizing the student's studies, to be submitted to a member of the German faculty. A grade of C or better is required for credit in all minor courses.

Japanese

Prerequisite: Japanese 110 and 112 (or equivalent). Six courses required, distributed among offerings in language, literature, and culture. Japanese 210, 212; Japanese 220, 222; Japanese 310, 312; or two from the following: Japanese 225, (these courses are in English). Participation in the ACM Program at Waseda University can count for two credits toward the minor. A grade of C or better is required for credit in all minor courses.

Spanish

Prerequisite: Spanish 110 and 112. Six courses required, generally distributed among offerings in language, literature, and culture. Spanish 210 and 212 (waiver on basis of placement exam). Electives include one course in English as well as course work and/or internship abroad. A grade of C or better is required for credit in all minor courses.

FOREIGN CIVILIZATION COURSES

300 France and the French-Speaking World

This colloquium is taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics, and society in France and in the French-speaking world. Prerequisite: sophomore standing. (Cross-listed as French 330. Meets GEC Cultural Diversity Requirement.)

302 The Latin American World

Taught in English. A study of native peoples of American Indian civilizations: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May be applied toward the Spanish major. (Cross-listed as Spanish 337. Meets GEC Cultural Diversity Requirement.)

333 Exploring French Culture through Film

This course examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of "remaking culture" through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the "authenticity" of the portrait they produce of French society. Prerequisite: sophomore standing. (Cross-listed as French 333. Meets GEC Cultural Diversity Requirement.)

334 Exploring French Literatur through Film

This course will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French "auteurs" (film directors) studied. The question of translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era) will also be discussed. This course is taught in English. (Cross-listed as French 334. Meets GEC Cultural Diversity Requirement.)

335 Film and History in Spain and Latin America

The course examines the ways in which the media and popular culture shape the public perception of significant events and political movements in Spain and Latin America. Possible topics are suggested by polemical issues that have also been the subject of a large body of film and fiction, such as the Spanish Civil War, the legacy of Perón, and Castro and Cuba. The basic format will be lecture/discussion. Readings will include fiction, speeches, and periodical press of the time as well as historical studies. Assignments will include short essays, oral presentations, and a final research paper. The course will be taught in English, but those speaking Spanish may use materials in that language for their papers and presentations. The course offers students the chance to form a critical perspective on popular communications media. (Cross-listed as Spanish 333. Counts toward the Spanish major and minor. Meets GEC Cultural Diversity Requirement.)

336 Latin American Film

An interdisciplinary study of Latin American film, from multiple perspectives, artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links between cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. The course will be conducted in English, but students may choose to read texts and/or write papers in Spanish or Portuguese. (Cross-listed as Latin American Studies 336. Meets GEC Cultural Diversity Requirement.)

367 Latin America: A Creative Approach
Taught in English, this course is based on Latin American topics, viewed from interdisciplinary perspectives and involving various historical periods and regions. Examples are the Voyage of Columbus, Sor Juana and colonial Mexico, independence movements in South America, Brazil and the abolition off slavery, the painting of Frida Kahlo and Diego Rivera. Student work is mostly creative, nontraditional; original poems and stories, short videos, newscasts of historical events, mock trials. (Cross-listed as Latin American Studies 367 and Spanish 367. Meets GEC Cultural Diversity Requirement.)

380 Fiction, Film, and Society in Latin America
This course is an interdisciplinary study of Latin American societies, focusing on literary and cinematic production from multiple perspectives: artistic, historical, political, and socio-economic. The seminar will highlight the magisterial artistic achievements of Latin American novelists and the film adaptations of their novels. It will scrutinize the links between socio-political events and artistic production. Seminar materials will include readings, lectures, discussions, film, and video. The seminar will be conducted in English but students may choose to read texts and/or write papers in Spanish or Portuguese. (Cross-listed as Spanish 380. Meets GEC Cultural Diversity Requirement.)

400 Seminar on French Society and Culture
(Paris, France) This course will combine classroom study with visits to cultural, political, educational, and economic institutions. It is organized along thematic lines to deal with such topics as the French political tradition, education in modern France, the French economy in the European Economic Community, religion in France, and the Parisian metropolis. (Offered only in Paris. Meets GEC Cultural Diversity Requirement.)

410 Chile in the Twentieth Century
(Santiago, Chile) This course, offered in Spanish at the Universidad Diego Portales for participants in the Lake Forest College program, will explore the principal themes of Chilean development during the twentieth century in three settings: (1) Chile from the end of the nineteenth century to the beginning of the twentieth century; (2) Chile from 1950 to 1973; (3) current problems and perspectives. Topics to be covered include history, literature, economics, the move from rural to urban society, crisis in Chilean democracy and the military government (1973–1988), consolidation of democracy in Chile from a Southern Cone perspective, and the role of women in Chilean society and politics. (Cross-listed as Spanish 410. Meets GEC Cultural Diversity Requirement.)

420 Latin American Identities
A study of the diverse ethnic and religious groups in Latin America today. The course will focus on the cultural contributions of indigenous groups, the Afro-American peoples, nineteenth-century waves of immigration from Europe and Asia, and the burgeoning influence of Protestant groups. Sources will include testimonial works, fiction, journalistic essays, and documentary and feature films. Students will present reports, write a research paper, and discuss readings and films. Prerequisite: permission of the instructor. (Cross-listed as Latin American Studies 480. Meets GEC Cultural Diversity Requirement.)

CHINESE COURSES

110, 112 Beginning Chinese I, II
This course is an introduction to the forms of spoken Chinese. Most of the fundamental structures are covered in Chinese 110 and 112, together with writing practice. 112 is a continuation of 110. Lab work is an integral part of the sequence.

FRENCH COURSES

110, 112 Beginning French I, II
French 110 is designed to develop the student's ability to aurally comprehend, speak, read, and write basic controlled patterns of the French language. French 112 is a continuation of 110 and culminates in readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure. Prerequisite for French 112: placement recommendation or a grade of C or better in French 110.

210 Intermediate French: Cultural Emphasis
A course designed to afford the student a systematic review of all the basic elements of French grammar, implemented with culture-based readings and exercises, with a view to preparing the student for more sophisticated courses in language, literature, and culture. Classroom work supplemented by laboratory exercises. Prerequisite: French 112 or the equivalent of one year of college French and placement recommendation.

212 Advanced Intermediate French: Literary Emphasis
A course designed to initiate the student to critical reading and thematic discussion of selected works of French fiction and expository prose. This course includes a strong emphasis on writing; a review of grammar topics, vocabulary building, and the organization and presentation of ideas in written form in French will be emphasized through a variety of writing assignments related to the literature studied. Prerequisite: French 210 or placement recommendation.

265 French Literature in Translation: Camus: Philosopher of the Absurd
A study of Camus's philosophy of the absurd as presented in his writings from the individualistic revolt of *The Stranger* to the collective revolt expressed in *The Plague*. We will also address Camus's view of the conscience of modern man in *The Fall*. The evolution of Camus's style will be studied in the six short stories presented in *Exile and the Kingdom*. (Cross-listed as Literature in Translation 265. Meets GEC Cultural Diversity Requirement.)

300 Introduction to Reading Literature in French
This course is designed to prepare students for serious reading and analysis of literary texts in French. It is an introduction to the concepts of literary criticism and *explication de texte* and will familiarize the student with the vocabulary of literary analysis. The texts are chosen from the three major literary genres: poetry, prose, and drama. All lectures, discussions, and assignments are in French. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

301 Medieval to Romantic
A topical survey of major French writers and literary movements from the medieval to the Romantic period. Readings may be chosen to focus attention on a particular theme or problem linking different periods and styles. Among the authors studied: Villon, Rabelais, Montaigne, Pascal, Descartes, Voltaire, Diderot, Rousseau. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

302 Modern Period
A study of the literary movements and figures that have characterized the nineteenth and twentieth centuries, an age of individualism, industrialism, and the Great Wars, with a special emphasis on particular themes or problems. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

305 Introduction to French Culture
Study of the language through an introduction to French culture. The course aims at familiarizing students with the history, current trends, and mentality of the French while enriching their understanding of the language. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

310 Topics in Linguistics: Phonetics
This course will cover such topics as phonetics, morphology, syntax, lexicology, and semantics. It introduces these systems in their application to the French language. Prerequisite: French 212 or 220. (Meets GEC Cultural Diversity Requirement.)

311 Grammar, Syntax, and Style
Preparation for graded writing exercises and free composition through study of sentence structure. Complete review of grammar. Translation and study of excerpts of different writing styles from accomplished French encourages development of appropriateness in choice of words and sense of style. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

312 Oral Proficiency
Oral and written work for students who have already reached an intermediate level of competency in oral and written expression. This course will deal with familiar and formal French. Vocabulary and idioms are taught in a conversational context. Students familiarize themselves with the expressive gestures used by the French and the colloquial expressions that accompany them. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

315 Technical and Literary Translation
An introduction to the theories and practice of translation from French to English and English to French. Students familiarize themselves with vocabulary used in newspaper and magazine articles on current topics of interest (politics, the economy, etc.), in advertising, in cartoons,

and in selected poetry and prose. The arts of interpreting and dubbing or subtitling will also be explored. Prerequisite: French 311 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

320 French for International Affairs
This course offers a basic grasp of the political, economic, and social systems of contemporary France. It provides an understanding of cultural differences and similarities and prepares students to follow and discuss French affairs intelligently. It includes concurrent emphasis on vocabulary building, conversation practice, and acquisition of expressions and idioms necessary for everyday transcultural contact. Particularly recommended for students who are thinking of careers in economics, business, politics, and international relations. Prerequisite: French 212. (Meets GEC Cultural Diversity Requirement.)

330 France and the French-speaking World
This colloquium is taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics, and society in France and in the French-speaking world. Prerequisite: sophomore standing. (Cross-listed as Foreign Civilization 300. Meets GEC Cultural Diversity Requirement.)

333 Exploring French Culture through Film
This course examines contemporary French cultural perceptions through a variety of cinematic examples taken from French films. Cultural analysis will include discussions of French history, literature, politics, geography, and music. In addition, the topic of "remaking culture" through film is addressed, as the current wave of cinematic remakes invites cross-cultural comparisons between the United States and France. The course will examine major French directors and their cinematic portrayals of the French, as well as documentaries and filmed interviews, and will analyze the "authenticity" of the portrait they produce of French society. Prerequisite: sophomore standing. (Cross-listed as Foreign Civilization 333. Meets GEC Cultural Diversity Requirement.)

334 Exploring French Literature through Film
This course will examine French literary works, both historical and contemporary, through a variety of cinematic examples taken from French films. This course will compare the expression of theme, character, and plot structure in written literature (plays and narratives) and in corresponding cinematic adaptations. The course will also address whether the author's literary style is reflected in or displaced by the cinematic style of French "auteurs" (film directors) studied. The question of translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era) will also be discussed. This course is taught in English. (Cross-listed as Foreign Civilization 334. Meets GEC Cultural Diversity Requirement.)

340 Advanced French for International Affairs
(Paris, France) An intensive conversation, composition, and vocabulary-building course. Offered in Paris for students participating in our international internship program. After the first four weeks, the course will concentrate on problems of communication students encounter on the job. (Meets GEC Cultural Diversity Requirement.)

370 French Poetry
An analysis of works representative of crucial moments in the history of French poetry. The essentials of French versification are stressed, as well as the distinctive character of the various forms within the genre. May be repeated for credit. Prerequisite: One 300-level course in French. (Meets GEC Cultural Diversity Requirement. May be taken by French majors to meet GEC Senior Studies Requirement).

401 Special Studies: The Role of Women in African Literature of French Expression
This course will address various roles (social, symbolic, historical) with which the women of Africa have been associated in twentieth-century Arab and Black African poetry and prose (in French) by both women and men. Critical texts explaining cultural attitudes and practices supplement the literature. Prerequisite: one 300-level course in French. (Meets GEC Cultural Diversity Requirement.)

410 Creative Composition and Stylistics
Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. Prerequisite: French 311, 315, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

460 French Narrative
Reading and discussion with a view to increasing appreciation of several related novels, works of shorter fiction, or essays. The works are selected for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. Prerequisite: One 300-level course in French. (May be taken by French majors to meet GEC Senior Studies Requirement.)

480 Senior Seminar: Translation, Textual Analysis, Cultural Studies
The capstone course for the French major will provide an intensive investigation of the three areas of translation, textual analysis, and cultural studies applied to individualized student research projects and seminar exercises. Prerequisite: junior standing, French major.

490 Internship
On-site training in spoken and written French. Students are assigned to such organizations as the French Government Tourist Office, The Alliance Française, and the Services Culturels Français, all located in Chicago. (Meets GEC Cultural Diversity Requirement.)

494 Senior Thesis
The thesis allows students to do in-depth research and to develop an original thesis on a topic in French literature, literatures of the French-speaking world, French civilization, or linguistics. (Offered as required.)

French Courses Offered Less Frequently

220 Conversation and Composition
Oral work for the student already possessing a working knowledge of French grammar. This course is designed to improve the linguistic competence of the student on several levels: practical necessities, social situations, and exchange of ideas. Sketches, exposés, dialogues, and discussions will constitute the bulk of classroom activities.

250 French Literature in Translation: Québec Literature
This course will provide students with an overview of Québec literature in the twentieth century (poetry, prose, drama to include such well-established writers as Roy, Carrier, Thériault, Hébert). The literature will provide a forum for discussion of the history, current political events, and the questions of language, cultural association, and national identity in Québec. Both French and English copies of the texts will be available so that students may read course material in either language. (Cross-listed as Literature in Translation 201. Meets GEC Cultural Diversity Requirement.)

350 French Theater
A close reading and discussion of several plays designed to give a clear sense of the development and richness of French theater. Emphasis is placed on literary history, esthetics, and special questions in dramatic theory. May be repeated for credit. (Meets GEC Cultural Diversity Requirement.)

355 Play Production in French
The course comprises the staging of scenes from French plays. No theatrical experience of any kind is necessary to participate. The course consists of intensive practice in French diction, rehearsals to create group unity and confidence, readings in French and/or Québécois drama or comedy, and the staging of scenes at the end of the semester. The course provides intensive practice in all phases of spoken French and insights into the literature and culture of the French-speaking world. Prerequisite: One 300- or 400-level French course. (Meets GEC Cultural Diversity Requirement.)

400 Special Studies: Québec Literature
This course will provide an overview of the development of Québec literature in French during the twentieth century. Reading selections include poetry, prose, and drama. Literary themes such as provincial independence, the status of the French language, and the changing Québec mentality are addressed. Prerequisite: One 300-level course in French. (Meets GEC Cultural Diversity Requirement.)

415 Dialects and Dialectology—Provençal, Québécois, Créole
An introduction to the study of dialects and dialectology. Starting with a knowledge of standard French, students will learn how to read dialectal texts and study phonological, lexical, and syntactic variations. Prerequisite: Linguistics 101. (Meets GEC Cultural Diversity Requirement.)

430 French Authors
The work of selected French writers, studied in depth. (Meets GEC Cultural Diversity Requirement.)

GERMAN COURSES

110, 112 Beginning German I, II
Intensive training in the aural comprehension, speaking, reading, and writing of German, combined with an introduction to the culture of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read text passages with accurate comprehension. Prerequisite for German 112: placement recommendation or a grade of C or better in German 110.

210 Intermediate German
Practice in reading contemporary fiction and expository prose to develop reading ease and accurate comprehension beyond the elementary level. Classroom discussions and guided compositions, review of grammar topics, lab exercises. Prerequisite: German 112 or the equivalent of one year of college German and placement recommendation.

212 Advanced Intermediate German
Additional practice in reading contemporary fiction and expository prose. Classroom discussions, further review of grammar topics as needed.

220 Conversation and Composition
Practice in guided and free conversation on a variety of subjects in order to increase the student's competency in the spoken language. Compositions ranging from personal biographies to analyses of film, opera, and current affairs hone the student's skills in writing German. Regular study of idioms and vocabulary, supported by an intensive review of grammar patterns. Textual and visual resources include videos, magazines, and the Internet.

240 German Literature in Translation: Modern Masters of German Literature
The identity crisis of early twentieth-century Europe reflected in the works of such German writers as Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf*, *The Trial*, *Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussions, and papers are in English. (Cross-listed as Literature in Translation 203. Meets GEC Cultural Diversity Requirement.)

250 German Literature in Translation: The German Novel
Development of the German novel; representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German required. (Cross-listed as Literature in Translation 208. Meets GEC Cultural Diversity Requirement.)

260 German Literature in Translation: The German Novella
In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E. T. A. Hoffman to Günter Grass. (Cross-listed as Literature in Translation 207. Meets GEC Cultural Diversity Requirement.)

300 Introduction to German Literature
Introduction to literary forms and methods of analysis and interpretation of German literature. Reading and discussion of poems from the medieval era to the present time, origin and development of the German drama, and analysis and interpretation of the German narrative. Major movements, themes, and types in German literature of the last three centuries. Readings and discussions in German of selected texts will increase fluency, build vocabulary, and introduce students to literary criticism in German. Prerequisite: German 220 or consent of the instructor. This course or equivalent is a prerequisite for all literature courses in German. (Meets GEC Cultural Diversity Requirement.)

311 Advanced Grammar and Translation
Study of grammatical structures as preparation for writing in a sophisticated style. Methods and techniques of translation and practice in translating from English into German and from German into English. Prerequisite: German 212 or 220 or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

312 Oral Proficiency
Intensive practice in directed and free conversation on various subjects that reflect the interest of the participants. Concentrated study of idioms, everyday spoken German, and selected grammatical patterns and paradigms needed for oral proficiency. Discussions, debates, dialogues, and sketches constitute essential parts of the course; equally diverse supporting materials will be drawn from newspapers, magazines, and films. Prerequisite: German 220 or equivalent or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

315 Technical Translation
An introduction to the theories of translation. Students familiarize themselves with the vocabulary of technical texts dealing with business, law, politics, art, literary criticism, mathematics, and philosophy. Prerequisite: German 212 or equivalent. (Meets GEC Cultural Diversity Requirement.)

320 German for International Affairs
An introduction to the specialized vocabulary and styles that are peculiar to the conversational and written German of international affairs. Vocabulary building, practice in conversation, and acquisition of expressions and idioms necessary to handle oneself competently in everyday transcultural contacts. Particularly recommended to students whose career goals are economics, business, politics, and international relations. (Meets GEC Cultural Diversity Requirement.)

333 Modern German Film
A study of the German film after World War II. Course will deal with films (subtitled in English) by such noted filmmakers as Rainer Werner Fassbinder, Werner Herzog, and Wim Wenders. Readings, lectures, and discussions in English. No previous film course is required. Those majoring in German may take the course for credit in German by writing papers in German. (Meets GEC Cultural Diversity Requirement.)

360 German Literature I: Eighteenth Century: Enlightenment, Storm and Stress, Classicism
The first of the three-term sequence in the German tradition, in which such major figures as Lessing, Goethe, and Schiller are studied. (Meets GEC Cultural Diversity Requirement.)

370 German Literature II: Nineteenth Century: Romanticism, Realism, Naturalism, Impressionism
Further study of the German tradition through the nineteenth century from the Romantic era to Modernism, including such writers as Heine, Fontane, Hauptmann, and Schnitzler. (Meets GEC Cultural Diversity Requirement.)

380 German Literature III: Twentieth Century: Expressionism to the Present
The last of the sequence, focusing on the twentieth century with special emphasis on literary development in the Federal Republic of Germany, the former Democratic Republic of Germany, Austria, and Switzerland. (Meets GEC Cultural Diversity Requirement.)

400 Special Studies
One author, theme, movement, or group of works in German literature studied in depth. (Offered as required. Meets GEC Cultural Diversity Requirement.)

410 Creative Composition and Stylistics
Practice in writing and revision of expository prose. Free composition, stylistic analysis, exercises in translation. The format is flexible and will be adjusted to serve the goals of enrolled students. (Meets GEC Cultural Diversity Requirement.)

480 German Senior Seminar
An intensive investigation of a significant topic in literature, literary criticism, literary theory, or cultural studies. Topics to be announced. (Offered as required. Meets GEC Cultural Diversity Requirement.)

490 Internship
On-the-spot training in spoken and written German. Students are assigned to such organizations as the German Government's Tourist Office or the German Chamber of Commerce, located in Chicago. (Meets GEC Cultural Diversity Requirement.)

494 Senior Thesis
The thesis allows students to do in-depth research and to develop an original thesis on a topic in literatures of the German-speaking world; German, Swiss, or Austrian civilization; or cultural studies. Exceptional theses may earn honors. (Offered as required.)

German Courses Offered Less Frequently

305 Culture of the German-Speaking Countries
The culture, life, and letters of the Federal Republic of Germany, the former German Democratic Republic, Austria, and Switzerland in the context of the geography and history of Central Europe. Reading selections, musical recordings, films, and other visual materials. (Meets GEC Cultural Diversity Requirement.)

350 The Modern German Theater
Works by leading playwrights in the context of changing styles and trends in stage production, from naturalism to the present decade: Hauptmann, Wedekind, Schnitzler, Hofmannsthal, Kaiser, Brecht, Dürrenmatt, Handke, and others. (Meets GEC Cultural Diversity Requirement.)

ITALIAN COURSES

110, 112 Beginning Italian I, II
Italian 110 and 112 are intended to develop listening, reading, writing, and speaking skills on an introductory Italian level as well as expose students to Italian culture. The two-semester sequence also provides them with the opportunity to perfect their pronunciation by laboratory work and to build vocabulary by the use of readings. Successful completion of the sequence provides a solid foundation for further study of the language or a basis for its use in other fields. Prerequisite for Italian 112: Italian 110 or permission of the instructor.

Italian 120 Parliamo Italiano: Italian Conversation
Designed for students with minimal (1 year) or no previous knowledge of Italian. In this intensive three-week course, we will strive to maximize your oral proficiency using a "full immersion" approach, including drills of model sentences and word patterns. We will focus on the acquisition of basic verbal communication skills (i.e., oral fluency, correct pronunciation, listening comprehension) and on cultural aspects that will promote understanding and appreciation of Italian culture. (Taught only in the Summer).

JAPANESE COURSES

110, 112 Beginning Japanese I, II
An introduction to the forms of spoken Japanese. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the *hiragana* syllabary and some basic *kanji*. 112 is a continuation of 110. Lab work is an integral part of the sequence.

210 Intermediate Japanese
This course will continue the fundamentals of Japanese conversation begun in the first-year series, Japanese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes meet daily and will be supplemented with work in the language laboratory and daily written work. There are weekly quizzes, a midterm, and a final, all with both a written and an oral component. Prerequisite: Japanese 112 or consent of the instructor.

212 Advanced Intermediate Japanese
A continuation of the Japanese language fundamentals begun in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis on reading and writing, with an extensive use of audio and video materials. There are weekly quizzes, a midterm, and a final, all with both an oral and a written component. Prerequisite: Japanese 210 or consent of the instructor.

220, 222 Conversational Japanese I, II
Practice in oral proficiency in group conversational contexts and other exercises in spoken Japanese. Idioms, colloquial and polite forms, and contrasts with the written language will be stressed. Classroom discussions of contemporary texts and practical social situations will be balanced with a review of structures. Prerequisite: Completion of Japanese 210/212 or current enrollment in that sequence. (Meets GEC Cultural Diversity Requirement.)

LINGUISTICS COURSES

101 Descriptive Linguistics
Principles and techniques of descriptive linguistics as seen through different schools of linguistics, from structuralism to modern transformational and stratificational theories. Taught in English.

109 Common Ancestry: The Evolution of Europe's Languages
Once upon a time almost all of the languages of Modern Europe—English, German, French, Greek, Russian, etc.—were a single language family. How did they come to be so different today? Factors such as historical events and social change have played a considerable role, but it is the very nature of language itself to change. We will look at some basic principles of linguistics, consider in broad outline the history of Europe, and call on the experiences of New World immigrants to examine and help illustrate how languages evolve. No knowledge of any foreign language is necessary.

201 Linguistics and Literature
A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of transformational grammar, stratificational grammar, and tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. Taught in English.

LITERATURE IN TRANSLATION COURSES

201 French Literature in Translation: Québec Literature
This course will provide students with an overview of Québec literature in the twentieth century (poetry, prose, drama to include such well-established writers as Roy, Carrier, Thériault, Hébert). The literature will provide a forum for discussion of the history, current political events and the questions of language, cultural association and national identity in Québec. Both French and English copies of the texts will be available so that students may read course material in either language. (Cross-listed as French 250. Meets GEC Cultural Diversity Requirement.)

202 Contemporary Spanish American Narrative in Translation
In the second half of the twentieth century, the narrative fiction of Spanish American writers exploded onto the international literary scene. This course focuses on the precursors of the so-called "boom" (Borges and others), its major figures (Cortázar, Fuentes, García Márques, Vargas Llosa, and others), and its more recent counterparts (Allende and others). Special consideration is given to the aesthetic, historical, and ideological importance of these authors and their works. (Meets GEC Cultural Diversity Requirement.)

203 German Literature in Translation: Modern Masters of German Literature
The identity crisis of early twentieth-century Europe reflected in the works of such German writers as Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf, The Trial, Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussions, and papers are in English. (Cross-listed as German 240. Meets GEC Cultural Diversity Requirement.)

207 German Literature in Translation: The German Novella
In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E. T. A. Hoffman to Günter Grass. (Cross-listed as German 260. Meets GEC Cultural Diversity Requirement.)

208 German Literature in Translation: The German Novel
Development of the German novel: representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German required. (Cross-listed as German 250. Meets GEC Cultural Diversity Requirement.)

209 Brazilian Literature in Translation
A study of selected Brazilian authors from various literary movements and periods. Special consideration will be given to the historical and cultural contexts in which their works were written. Comparisons will be made with the literature of other Latin American countries. Students with a knowledge of Portuguese may work with bilingual materials. An extra hour

will be arranged for students interested in practicing their Portuguese. (Cross-listed as Spanish 339. Meets GEC Cultural Diversity Requirement.)

210 Don Quijote and Imperial Spain
This course will study Cervantes's comic masterpiece in English translation. Focus will be on Cervantes's art, on analytical perspectives, and on historical background. Comparisons will be made with reinterpretations of *Don Quijote*, such as films and drawings. (Meets GEC Cultural Diversity Requirement.)

265 French Literature in Translation: Camus: Philosopher of the Absurd
A study of Camus's philosophy of the absurd as presented in his writings from the individualistic revolt of *The Stranger* to the collective revolt expressed in *The Plague*. We will also address Camus's view of the conscience of modern man in *The Fall*. The evolution of Camus's style will be studied in the six short stories presented in *Exile and the Kingdom*. (Cross-listed as French 265. Meets GEC Cultural Diversity Requirement.)

275 Greek Greats
Students will read canonical works at the core of classical Greek civilization and situate the imaginative appropriation of this rich literature in a cultural context that is both historical and contemporary. Students read Homer's epic *Iliad* (selections) and *Odyssey* (in its entirety), three plays each by the tragedians Aeschylus, Sophocles, and Euripides, two works of the satirical Aristophanes, and examples of lyric poetry ranging from Archaic to Hellenistic times. Immersion in primary sources provides ample historical perspectives as well as critical approaches to issues of our time. The course involves lectures but is principally a seminar.

Ancient Greek drama and theater will be investigated utilizing film and interactive Web-based media and sources. Prerequisites: second year standing and a Lake Forest College literature course, or permission of the instructor. (Cross-listed as Classical Studies 275. Meets GEC Cultural Diversity requirement.)

RUSSIAN COURSES

110, 112 Beginning Russian I, II
An introduction to the Cyrillic alphabet and the pronunciation and grammar of Russian. The two-semester sequence will stress the four basic skills, reading, writing, listening, and speaking, in order to provide the student with a basic command of the language. Laboratory exercises. Russian culture also constitutes a part of the course.

210, 212 Intermediate Russian I, II
Continuation of the study of the four basic skills begun in first-year Russian. The two-semester sequence includes more extra-textual readings (e.g., newspapers) and there is a greater emphasis on extensive conversation and composition. (Russian 210 in the Fall and Russian 212 in the Spring are offered as tutorials.)

310, 312 Advanced Russian I, II
This course gives students further practice in aural comprehension, reading sophisticated texts, writing regular essays on a variety of subjects, and advanced conversation. In addition to texts, students work with newspaper articles and other supplementary material such as films. Offered as tutorials. (Meets GEC Cultural Diversity Requirement.)

SPANISH COURSES

110, 112 Beginning Spanish I, II
Spanish 110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. Spanish 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series. Prerequisite for Spanish 112: placement recommendation or a grade of C or better in Spanish 110.

210 Intermediate Spanish
Practice in reading contemporary fiction, expository prose, drama, and poetry. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: Spanish 112 or placement at the 210 level.

212 Advanced Intermediate Spanish
Practice in reading contemporary fiction and expository prose, drama, and poetry to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, and vocabulary building. Prerequisite: Spanish 210 or placement at the 212 level.

220 Conversation and Composition
A course designed to afford the student who has completed the intermediate sequence or the exceptional student who wishes to advance at a more rapid pace with additional and intensive practice in conversational and writing skills. The students will be exposed to the contemporary language as it appears in a variety of mediums, from colloquial slang to formal, academic usage, in both written and oral discussions, essays, and creative projects. Prerequisite: completion of the 210/212 sequence or placement on the 212 level or higher, with permission of the instructor.

300 Introduction to Reading Literature in Spanish
The purpose of this course is to prepare the student for serious reading and analysis of literary texts in Spanish. The course will be an introduction to the concepts of literary criticism and the vocabulary of literary analysis. The course will introduce students to various methodologies, including close reading of texts and sociological and psychological approaches. Texts will be chosen from the three major literary genres: poetry, prose fiction, and drama. It is strongly recommended that students take either Spanish 300 or 305 before going on to literature or culture courses in the 300–400 range. Prerequisite: Spanish 212 or 220. (Meets GEC Cultural Diversity Requirement.)

305 Hispanic Culture
This course is an introduction to the history, art, music, literature, and customs of Spain, Latin America, and the Hispanics in the United States. Course conducted in Spanish. Prerequisite: Spanish 300 or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

310 Creative Writing in Spanish
Intensive work in creative original compositions of prose, poetry, and drama. Analysis of style in selected Hispanic writers. Prerequisite: a Spanish course from the 300 or 400 level or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

311 Advanced Grammar
This course reviews grammar, orthography, syntax, and style through graded compositions, free compositions, grammar exercises, and translation. Students will study various types of expository writing to see the grammatical constructions in context and develop a wider vocabulary and a sense of style. Prerequisite: Spanish 212 or placement exam. (Meets GEC Cultural Diversity Requirement.)

312 Oral Proficiency
Intensive practice and free conversation and composition on a wide range of topics reflecting the needs and interests of the participants. Concentrated study of vocabulary, idioms, and selected grammar patterns and paradigms needed for oral proficiency. Activities include drills, discussions based on readings, debates, dialogues, and sketches. Supporting materials will be drawn from Latin American and Peninsular short stories, films, magazines, and newspapers. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

315 Translation
An introduction to the theory and practice of translation. Students will familiarize themselves with the vocabulary of texts dealing with politics, art, literary criticism, and philosophy. Texts will be translated from Spanish to English and from English to Spanish. *Please note:* This is not a Spanish conversation course. Classes are conducted in Spanish and English. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

320 Spanish for International Affairs
An introduction to the specialized vocabulary, styles, and concepts that characterize conversational and written Spanish for international affairs. Attention is focused on familiarizing the student with current issues in business, banking, law, microeconomics, medicine, politics, and human rights. Vocabulary building, conversation practice, listening comprehension, and

will be arranged for students interested in practicing their Portuguese. (Cross-listed as Spanish 339. Meets GEC Cultural Diversity Requirement.)

210 Don Quijote and Imperial Spain
This course will study Cervantes's comic masterpiece in English translation. Focus will be on Cervantes's art, on analytical perspectives, and on historical background. Comparisons will be made with reinterpretations of *Don Quijote*, such as films and drawings. (Meets GEC Cultural Diversity Requirement.)

265 French Literature in Translation: Camus: Philosopher of the Absurd
A study of Camus's philosophy of the absurd as presented in his writings from the individualistic revolt of *The Stranger* to the collective revolt expressed in *The Plague*. We will also address Camus's view of the conscience of modern man in *The Fall*. The evolution of Camus's style will be studied in the six short stories presented in *Exile and the Kingdom*. (Cross-listed as French 265. Meets GEC Cultural Diversity Requirement.)

275 Greek Greats
Students will read canonical works at the core of classical Greek civilization and situate the imaginative appropriation of this rich literature in a cultural context that is both historical and contemporary. Students read Homer's epic *Iliad* (selections) and *Odyssey* (in its entirety), three plays each by the tragedians Aeschylus, Sophocles, and Euripides, two works of the satirical Aristophanes, and examples of lyric poetry ranging from Archaic to Hellenistic times. Immersion in primary sources provides ample historical perspectives as well as critical approaches to issues of our time. The course involves lectures but is principally a seminar.

Ancient Greek drama and theater will be investigated utilizing film and interactive Web-based media and sources. Prerequisites: second year standing and a Lake Forest College literature course, or permission of the instructor. (Cross-listed as Classical Studies 275. Meets GEC Cultural Diversity requirement.)

RUSSIAN COURSES

110, 112 Beginning Russian I, II
An introduction to the Cyrillic alphabet and the pronunciation and grammar of Russian. The two-semester sequence will stress the four basic skills, reading, writing, listening, and speaking, in order to provide the student with a basic command of the language. Laboratory exercises. Russian culture also constitutes a part of the course.

210, 212 Intermediate Russian I, II
Continuation of the study of the four basic skills begun in first-year Russian. The two-semester sequence includes more extra-textual readings (e.g., newspapers) and there is a greater emphasis on extensive conversation and composition. (Russian 210 in the Fall and Russian 212 in the Spring are offered as tutorials.)

310, 312 Advanced Russian I, II
This course gives students further practice in aural comprehension, reading sophisticated texts, writing regular essays on a variety of subjects, and advanced conversation. In addition to texts, students work with newspaper articles and other supplementary material such as films. Offered as tutorials. (Meets GEC Cultural Diversity Requirement.)

SPANISH COURSES

110, 112 Beginning Spanish I, II
Spanish 110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. Spanish 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series. Prerequisite for Spanish 112: placement recommendation or a grade of C or better in Spanish 110.

210 Intermediate Spanish
Practice in reading contemporary fiction, expository prose, drama, and poetry. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: Spanish 112 or placement at the 210 level.

212 Advanced Intermediate Spanish
Practice in reading contemporary fiction and expository prose, drama, and poetry to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, and vocabulary building. Prerequisite: Spanish 210 or placement at the 212 level.

220 Conversation and Composition
A course designed to afford the student who has completed the intermediate sequence or the exceptional student who wishes to advance at a more rapid pace with additional and intensive practice in conversational and writing skills. The students will be exposed to the contemporary language as it appears in a variety of mediums, from colloquial slang to formal, academic usage, in both written and oral discussions, essays, and creative projects. Prerequisite: completion of the 210/212 sequence or placement on the 212 level or higher, with permission of the instructor.

300 Introduction to Reading Literature in Spanish
The purpose of this course is to prepare the student for serious reading and analysis of literary texts in Spanish. The course will be an introduction to the concepts of literary criticism and the vocabulary of literary analysis. The course will introduce students to various methodologies, including close reading of texts and sociological and psychological approaches. Texts will be chosen from the three major literary genres: poetry, prose fiction, and drama. It is strongly recommended that students take either Spanish 300 or 305 before going on to literature or culture courses in the 300–400 range. Prerequisite: Spanish 212 or 220. (Meets GEC Cultural Diversity Requirement.)

305 Hispanic Culture
This course is an introduction to the history, art, music, literature, and customs of Spain, Latin America, and the Hispanics in the United States. Course conducted in Spanish. Prerequisite: Spanish 300 or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

310 Creative Writing in Spanish
Intensive work in creative original compositions of prose, poetry, and drama. Analysis of style in selected Hispanic writers. Prerequisite: a Spanish course from the 300 or 400 level or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

311 Advanced Grammar
This course reviews grammar, orthography, syntax, and style through graded compositions, free compositions, grammar exercises, and translation. Students will study various types of expository writing to see the grammatical constructions in context and develop a wider vocabulary and a sense of style. Prerequisite: Spanish 212 or placement exam. (Meets GEC Cultural Diversity Requirement.)

312 Oral Proficiency
Intensive practice and free conversation and composition on a wide range of topics reflecting the needs and interests of the participants. Concentrated study of vocabulary, idioms, and selected grammar patterns and paradigms needed for oral proficiency. Activities include drills, discussions based on readings, debates, dialogues, and sketches. Supporting materials will be drawn from Latin American and Peninsular short stories, films, magazines, and newspapers. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

315 Translation
An introduction to the theory and practice of translation. Students will familiarize themselves with the vocabulary of texts dealing with politics, art, literary criticism, and philosophy. Texts will be translated from Spanish to English and from English to Spanish. *Please note:* This is not a Spanish conversation course. Classes are conducted in Spanish and English. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

320 Spanish for International Affairs
An introduction to the specialized vocabulary, styles, and concepts that characterize conversational and written Spanish for international affairs. Attention is focused on familiarizing the student with current issues in business, banking, law, microeconomics, medicine, politics, and human rights. Vocabulary building, conversation practice, listening comprehension, and

acquisition of idioms necessary for transcultural contacts are also stressed. Readings are drawn from magazines, newspapers, and journals, with special emphasis on materials from the Internet. Particularly recommended to students who are considering careers in economics, business, politics, and international relations. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

330 Survey of Peninsular Literature
A panoramic view of Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussion on selections from representative literary texts. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

333 Film and History in Spain and Latin America
The course examines the ways in which the media and popular culture shape the public perception of significant events and political movements in Spain and Latin America. Possible topics are suggested by polemical issues that have also been the subject of a large body of film and fiction, such as the Spanish Civil War, the legacy of Perón, and Castro and Cuba. The basic format will be lecture/discussion. Readings will include fiction, speeches, and periodical press of the time as well as historical studies. Assignments will include short essays, oral presentations, and a final research paper. The course will be taught in English, but those speaking Spanish may use materials in that language for their papers and presentations. The course offers students the chance to form a critical perspective on popular communications media. (Cross-listed as Foreign Civilization 335. Counts toward the Spanish major and minor. Meets GEC Cultural Diversity Requirement.)

335 Survey of Latin American Literature
The development of Latin American letters from the nineteenth-century movements of independence to the contemporary period. Readings will include novels, short stories, poetry, plays, and essays. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

337 The Latin American World
Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May count toward the Spanish major. (Cross-listed as Foreign Civilization 302. Meets GEC Cultural Diversity Requirement.)

339 Brazilian Literature in Translation
A study of selected Brazilian authors from various literary movements and periods. Special consideration will be given to the historical and cultural contexts in which their works were written. Comparisons will be made with the literature of other Latin American countries. Students with a knowledge of Portuguese may work with bilingual materials. An extra hour will be arranged for students interested in practicing their Portuguese. (Cross-listed as Literature in Translation 209. Meets GEC Cultural Diversity Requirement.)

340 Advanced Spanish for International Affairs
(Santiago, Chile) This course is designed to complement the students' internship assignments in Chilean national and multinational firms and corporations, government agencies, and cultural institutions. Intensive vocabulary building, composition, conversation practice, and acquisition of expressions and idioms necessary to handle the day-to-day internship assignments. Classroom instruction augmented by practical on-site application. Course is offered only in Santiago, Chile, by faculty at the Universidad Diego Portales, especially for participants in the Lake Forest program. (Meets GEC Cultural Diversity Requirement.)

360 Peninsular Narrative
Reading, analysis, and discussion of selected narrative works of Peninsular Spanish authors; historical and aesthetic considerations of the texts will be stressed. The course is designed to impart to the student a sense of the development of Spanish prose fiction and of recurring and characteristic themes. The student will become acquainted with outstanding authors and works of the Golden Age and the nineteenth and twentieth centuries. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

365 Latin American Narrative
The study of representative naturalist, neorealist, and magic-realist writers. The student will read novels and short stories by outstanding writers such as Gallegos, Borges, Fuentes, García Márquez, and Vargas Llosa. Prose works will be considered in a socio-historical context. Prerequisite: Spanish 212, 220, or placement exam. (Meets GEC Cultural Diversity Requirement.)

367 Latin America: A Creative Approach
Taught in English, this course is based on Latin American topics, viewed from interdisciplinary perspectives and involving various historical periods and regions. Examples are the Voyage of Columbus, Sor Juana and colonial Mexico, independence movements in South America, Brazil and the abolition off slavery, the painting of Frida Kahlo and Diego Rivera. Student work is mostly creative, nontraditional; original poems and stories, short videos, newscasts of historical events, mock trials. (Cross-listed as Foreign Civilization 367 and Latin American Studies 367.. Meets GEC Cultural Diversity Requirement.)

370 Hispanic Poetry
The study of masterworks of Latin American and Peninsular poetry. The student will read, analyze, and compare poems from several periods: Medieval, Golden Age, Romantic, Symbolist, Modernist, Surrealist, and Contemporary. Prerequisite: Spanish 212, 220, or placement recommendation. (Meets GEC Cultural Diversity Requirement.)

380 Fiction, Film, and Society in Latin America
This course is an interdisciplinary study of Latin American societies, focusing on literary and cinematic production from multiple perspectives: artistic, historical, political, and socio-economic. The seminar will highlight the magisterial artistic achievements of Latin American novelists and the film adaptations of their novels. It will scrutinize the links between socio-political events and artistic production. Seminar materials will include readings, lectures, discussions, film, and video. The seminar will be conducted in English but students may choose to read texts and/or write papers in Spanish or Portuguese. (Cross-listed as Foreign Civilization 380. Meets GEC Cultural Diversity Requirement.)

400 Special Studies: Women's Voices in Latin America
An author, thinker, movement, or group of works studied in depth. All work in Spanish. This course will examine the role of women in Hispanic culture. Important figures such as La Malinche, Sor Juana Inés de la Cruz, and Eva Perón as well as the fiction, poetry, and films of Rosario Castellanos, Clarice Lispector, Gabriela Mistral, Isabel Allende, Rigoberta Menchú, María Luisa Bember, and Alicia Steimberg will be studied. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

410 Chile in the Twentieth Century
(Santiago, Chile) This course, offered in Spanish at the Universidad Diego Portales for participants in the Lake Forest College program, will explore the principal themes of Chilean development during the twentieth century in three settings: (1) Chile from the end of the nineteenth century to the beginning of the twentieth century; (2) Chile from 1950 to 1973; (3) current problems and perspectives. Topics to be covered include: history, literature, economics, the move from rural to urban society, crisis in Chilean democracy and the military government (1973–88), consolidation of democracy in Chile from a Southern Cone perspective, and the role of women in Chilean society and politics. (Cross-listed as Foreign Civilization 410. Meets GEC Cultural Diversity Requirement.)

415 Portuguese for Spanish Speakers
Utilizing Spanish as the base language, the course will focus on the Portuguese of Brazil, Latin America's largest and most populous country. The course will provide a foundation in the basic skills of reading, writing, understanding, and speaking Portuguese and will include many aspects of Brazilian culture: music, films, magazines, current events, and literature. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

420 Peninsular Culture and Civilization
Intensive study of selected topics on the history, politics, and culture of Peninsular Spanish civilization. Attention will be focused on the development and evolution of Spanish civilization within the greater European context as well as on particular political and social issues in contemporary Spain. Supporting materials will be drawn from a variety of sources: readings in history, politics, and sociology; the visual arts; music; and literature. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

425 Latin American Culture and Civilization
A study of Latin American societies from multiple perspectives: historical, political, economic, and artistic. Course materials will include readings and lectures on a wide variety of topics, discussions, films, video, slides, and music. Prerequisite: a 300-level Spanish course. (Meets GEC Cultural Diversity Requirement.)

480 Senior Seminar: Literature and History in the Hispanic World
The seminar will examine the interrelationships of major literary works and key historical moments in the history of Spain and Latin America. Examples are *Don Quijote* and the Imperial Age, the stories of García Márquez and "La Violencia" in Colombia, the fiction of Fuentes and the Mexican Revolution. May be taken by juniors for senior seminar credit; may be taken by sophomores, but not for senior seminar credit. (Meets GEC Cultural Diversity Requirement.)

490 Internship
On-site training in spoken and written Spanish at businesses or other organizations located primarily in Chicago. (Meets GEC Cultural Diversity Requirement.)

494 Senior Thesis
Given for students who wish to graduate with honors. The thesis allows students to do in-depth research and to develop an original thesis on a topic in Hispanic literature or civilization. (Offered as required.)

FRESHMAN STUDIES

Professor Steven Rosswurm

Associate Professor Bernice Gallagher

Associate Professor Janet McCracken (Chairperson)

Associate Professor Christopher Reed

Lecturer Elizabeth Fischer

Though diverse in subject matter, Freshman Studies courses share several aims. First, they are small in size in order to encourage discussion and interaction. Second, Freshman Studies courses are intense and challenging, stressing critical thinking and writing along with the development of good work habits and academic skills. (Note: All Freshman Studies courses satisfy the Freshman Writing Requirement; see the section titled Undergraduate Curriculum.) Finally, in these courses, the instructor serves as the student's academic advisor. The following courses are offered in the Fall 2001 term.

101 General Chemistry (with laboratory)
This special section of the General Chemistry I laboratory emphasizes observation and measurement. Chemical reactions, including several small-scale syntheses, are the focus of more than half of the experiments. Spectrophotometry and use of computers for graphical data manipulation are introduced. Laboratory discussions and experiments complement the topics in Chemistry 110 lecture, which is a corequisite for this special laboratory section. General Chemistry I fulfills one credit of the General Education Curriculum requirements and is a prerequisite for majors in chemistry and biology as well as for premedical students. (Cross-listed as Chemistry 110.)

102 Introduction to Physics (with laboratory)
Kinematics and Newton's laws of motion, conservation principles, gravitation, oscillations and waves, thermodynamics. Physics 110 uses algebra and trigonometry and meets for three lectures and one laboratory per week for one course credit. Physics 120 has Mathematics 110 (Calculus I) as a corequisite and meets for three lectures and one laboratory per week for one and a half course credits. (Cross-listed as Physics 110, 120.)

103 The Nature of Mathematics
Intended for students with primary interests in the humanities and social sciences. The course uses set theory, logic, and language as a foundation for studying a variety of topics central to the development of modern mathematics. Emphasizing the central role of language in mathematics, the course shows that mathematics is about communication of ideas. Topics will be explored through experimentation with computers where appropriate using games, puzzles, and group projects as well as lectures and discussions. Additional topics include codes and basic geometry. The course will focus on the interplay of different ideas and will emphasize writing. (Cross-listed as Mathematics 103.)

104 Rise and Fall: Ancient Cultures and the Environment
From the fall of Rome to the mystery of Easter Island, human impact on ancient environments has contributed to the collapse of civilizations. But some ancient societies developed sustainable relationships with the environment. We will explore the role of ancient cultures in the environment in order to gain an understanding of current environmental problems. Field trips to institutions such as the Field Museum and the Oriental Institute are planned. This course will be organized as a seminar and discussion course and will include field trips, films, and guest speakers.

107 Vertebrate Paleontology
An exploration of the history of vertebrates (animals with backbones), and how scientists approach questions about dinosaurs and other extinct animals. Topics will include evolution, extinction, geology, cladistics, and biomechanics. Three lecture hours per week. One class trip will be made to the Field Museum in Chicago. High school biology background recommended. Two 80-minute meetings per week.

123 Field Ornithology

An introduction to the study of birds through classroom study and fieldwork. Examines migration, food habits, behavior, breeding, and vocalizations. Identification studied through census of campus birds and field trips. Three class hours per week; several weekend field trips. (Not applicable toward the major or minor.

125 Cultural Perspectives on International Business

Technology and multinational enterprises are expanding global business activities, which are in turn creating new economic and political opportunities and challenges for individuals, cultures, and nations. This course is designed to blend liberal arts disciplines and business concepts operating in our global economy. Learning experiences include: (a) papers integrating global business concepts with other fields of study; (b) presentations by speakers; (c) field research assignments.

129 Introduction to Psychology (with laboratory)

Examines the nature of learning, thinking, perception, motivation, emotion, states of consciousness, development, personality, psychological disorders, stress and health, the biological bases of behavior, social interaction, and social diversity. Students learn how psychologists test their theories and hypotheses as well as how to evaluate psychological claims with a critical eye. All students who wish to register for Freshman Studies 129 must register for one of the Psychology 110 lecture sections. (Cross-listed as Psychology 110.)

131 Civil Disobedience and Political Obligation

An introduction to political theory, emphasizing the themes of political obligation, civil disobedience, and the relationship between the individual and her community. Organized chronologically, readings may include: Sophocles's "Antigone," Plato's "Apology" and "Crito," Shakespeare's "Julius Caesar," Locke's *Second Treatise of Government*, Thoreau's "On Civil Disobedience," Melville's *Billy Budd*, Twain's *Huckleberry Finn*, Anouilh's "Antigone," King's "Letter from the Birmingham Jail," Malcolm X's "Second Rally of the OAAU," and Morrison's *Beloved*.

137 The Human Body: Social Uses and Control

This course investigates the relationship between the personal body and the larger society. How does society make use of the body? What social forces are in competition with the individual for control of this resource? What are the limits that society places on our understanding of our own bodies? How might the individual use his or her body as a means of social communication? Can the body elicit social change?

138 Human Rights in the Middle East

Much controversy surrounds the concept of human rights in the Middle East today. Most intellectuals challenge the notion that human rights developed in Western countries and are alien to Islamic culture and traditions. This course will highlight the views and activities of human rights groups particularly in Egypt and the criticism leveled at countries that practice torture such as Israel, Syria, Iraq, etc. The course will also include readings on the condition of women as a human rights issue and the denial of human rights to ethnic and religious minorities in certain countries.

140 American Diversity

The purpose of this course is to examine the United States as a multicultural society. This course will address issues of race, class, gender, and sexual orientation. Students will have the opportunity to think broadly and critically, to find and use information, and to explore their own and others' opinions on issues that define American life today. Students will also examine their own family histories and compare them to the experiences of other Americans. The overall goal of this course is to develop a historical understanding and appreciation of the problems and strengths inherent in our society.

147 Introduction to Economics: Government and Markets

Why is the government involved in some aspects of our lives more than others? Depending on which approach you take, this question can be answered in many different ways and with a broad range of justifications. Different economists would give a number of different responses to this question, especially as it relates to business and markets. However, they would base their arguments on fundamental economic theories. One of the primary goals of this course is to introduce and develop those economic theories and then apply them to different situations. The focus of the course will be on those markets and issues where governments typically have become important participants.

150 The Bloomsbury Group: A Study in Intellectual Community

This course focuses on the important early twentieth-century community of British intellectuals known as the Bloomsbury group. Composed of novelists (Virginia Woolf and E. M. Forster), painters (Duncan Grant and Vanessa Bell), art critics (Roger Fry and Clive Bell), an economist (J. M. Keynes), a political activist and commentator (Leonard Woolf), and a historian (Lytton Strachey), Bloomsbury offers an excellent introduction to the range and interconnection of the liberal arts. The course will look at how Bloomsbury sought to create new and, specifically, "modern" forms appropriate for the twentieth century. Students also consider the controversies over the group today. (Cross-listed as Art 150.)

153 Introduction to Literary Studies:

Reading the Genres

An introduction to literary genres and interpretive skills associated with reading them, this course examines works of poetry, fiction, and drama. Classes emphasize interpretive writing, include an orientation to resources for literary research in the library, and introduce students to a variety of important works by American and British writers.

Nineteenth-Century Women

This course examines women's fiction writing as both social record and literary art. It recreates the context in which these works were written, to include religious beliefs, social practices, and economic/political environment. It raises issues of culture, history, and gender, explains the relationship of these works to their nineteenth-century audience and to present-day readers as well, and discusses the place of this work in the canon of American Literature.

155 Cultural Stereotyping in American and French-Speaking Contexts

This course will examine stereotypes associated with Americans and various French-speaking peoples (e.g., in Europe, Africa, Canada, the Caribbean). It will address perceptions and misperceptions of the other cultures by drawing from diverse sources, such as the Internet, cartoons, films, literature, travel guides, and news sources.

156 Love in Literature and Society

The concept of love, basic to human nature, has been treated in literature from time immemorial. This course examines that treatment from classical antiquity to the 1990s. Books to be read include Waller's *The Bridges of Madison County*, Segal's *Love Story*, Shakespeare's *Romeo and Juliet*, Gottfried of Strassburg's *Tristan and Isolde*, and Plato's *The Symposium*. Starting with popular modern works, the course will then focus on the masterpieces, including Shakespeare's immortal and seminal drama as well as a German classic of the Middle Ages.

158 World War II: The European Experience

This course examines the European aspect of World War II. We begin with the origins: the flawed peace settlement after World War I; the rise of Nazism in Germany; Hitler's expansion into East Central Europe in 1938–39. Then we look at the war itself, from the 1939 Blitzkrieg against Poland to the fall of Berlin in 1945, including the huge German-Russian conflict, the Holocaust, and movements of collaboration and resistance. Lastly, we explore how the intensifying conflict among the Allies influenced the postwar settlement and led to the Cold War.

160 Religious Approaches to Existence

This course focuses on the nature of religion and religious experience, the ways of knowing that characterize religion, and how various traditions define a religious life. Readings include specific examples of historical traditions: Thomas Merton's *Seven Storey Mountain*, Black Elk's teachings in Raymond DeMallie's *The Sixth Grandfather*, Chan Khong's *Learning True Love*, and Malidoma Patrice Some's *Of Water and the Spirit*. (Cross-listed as Religion 115.)

163 Music in Chicago

Chicago has played a critical role in the history of American music, especially the blues and jazz. Chicago also has a rich history of classical music performance through such organizations as the Chicago Symphony Orchestra, the Lyric Opera, and the Ravinia Festival. Using Chicago's rich musical culture as a backdrop, this course enhances the student's critical listening skill, unlocking the secrets of rhythm, melody, harmony, timbre, and form through in-class work and the attendance of concerts in Chicago and on campus.

167 Elvis!
Elvis—both dead and alive—will serve many purposes in this class. First, the class will use him as a way of examining the general contours of twentieth-century U.S. history. Second, Elvis, his music, and public response to both will be the occasion to get at some significant issues of postwar America; the origins and development of rock 'n' roll; drugs; the commodification of culture; race relations. Finally, Elvis—again, dead and alive—will be a way to look at some of the most important and enduring issues in American history: the meaning of success and opportunity; the racialization of sex and the body; regionalism; class and masculinity; the problem of sin.

168 Philosophy and Gender
The course asks: What do we mean by *gender?* How intertwined is our understanding of the concept gender with that of nature, power, science, reason, and God? Moreover, in what ways do we relate gender to our understanding of self and personal identity? Are (purported) feminine and masculine characteristics natural to us, produced by our culture, or both? In asking these questions and others one may (or may not) be thinking and speaking *philosophically.* It is the goal of this course to think philosophically about gender and to use such queries about gender to elucidate how gender has informed how philosophy has been conceived, what it does, and what it promises. That is, what do we mean by *philosophy?*

169 The Meaning of Life
This course will be an experiment. The point is to join together in critical reflection of the sort Socrates emphasized at the dawn of Western philosophy. Using materials from a variety of sources, the course will ask students to explore together different perspectives on the meaning of human existence.

Suggested topics will include Plato's *Gorgias,* Freud's *Civilization and its Discontent,* Euripides' *Iphigenia in Aulis,* Shelley's *Frankenstein, It's a Wonderful Life,* and *Blade Runner.*

FRESHMAN RESEARCH METHODS AND THE LIBERAL ARTS

100 Research Methods and the Liberal Arts
What's the difference between a college professor and a high school teacher? How does a liberal arts college differ from a big university? How do professionals conduct their research? What are the secrets to college success? This course is an occasion for self-reflection on the purpose and process of college study. Topics will include the history and goals of liberal arts education, time management, information literacy, academic honesty, critical thinking, literature searches, references and bibliography style, and discussion leadership. Students will construct a particular kind of literature search, analyze prose arguments, and annotate a bibliography. (Recommended for first-year students.)

HISTORY

Professor Emeritus Arthur Zilversmit
American History.

Professor Michael H. Ebner (Chairperson)
American History.

Professor D. L. LeMahieu
Modern European History.

Professor Steven Rosswurm
American History.

Professor David Spadafora
Modern European History.

Associate Professor Carol Gayle
Modern European History.

Associate Professor Pericles B. Georges
Ancient and Medieval History.

Assistant Professor Shiwei Chen
East Asian History.

Lecturer Catherine Sardo Weidner
American History.

History is the collective memory of society. It informs us of the intense human struggles that shaped our past and thereby enriches our understanding of the present. A society that forgets its past is like an individual suffering from amnesia; both lack identity, purpose, and direction. Yet the complexities of the past cannot be reduced to simple rules for the present. History reveals a diversity of human experience that is worth pondering for its own sake. A respect for this diversity has long been the mark of an educated individual and a civilized society.

HISTORY MAJOR

The major in history consists of nine course credits. Students enroll in 110 (World Civilizations to 1650), preferably as first-year students, and complete one of the following two-course sequences: 120 and 121 (United States); 200 and 201 (East Asia); 210 and 211 (Greece and Rome); or 212 and 213 (Europe). Juniors take 300 (Theory and Methods). To complete the major, students enroll in four other courses, at least two of which must be at the 300 level or above, and take either 420 (Senior Seminar) or an independent study research project, such as a senior thesis.

HISTORY MINOR

The history minor consists of six courses, two of which must be on or above the 300 level. History 300 is encouraged but not required for the minor.

110 World Civilizations to 1650
Origins and development of civilization from 3000 BCE to 1650 CE. Emphasis on Western civilization from its Judaic and Greco-Roman foundations through the Reformation, also with discussions of Islam, China, and India. (Meets GEC Cultural Diversity Requirement.)

120 Foundations of the American Republic
The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials. (Meets GEC Freshman Writing Requirement.)

121 Modern America
America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing. (Meets GEC Freshman Writing Requirement.)

200 Origins of East Asia
Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. (Meets GEC Cultural Diversity Requirement.)

201 Modern East Asia
Study of China, Japan, and Korea as each moved toward modern nationhood over the last 200 years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions. (Meets GEC Cultural Diversity Requirement.)

204 Medieval History
Western European society from the end of Roman rule to the eve of the Renaissance. Intellectual, material, and institutional developments, with emphasis on the creation of a continually progressive and creative civilization from unlikely roots in late Roman society and Germanic tribal chiefdoms.

205 Sub-Saharan Africa
Survey from earliest times to the present. Topics and themes include trade and state-building in precolonial Africa, European conquest and African resistance to colonialism, and independence and the postcolonial era. (Meets GEC Cultural Diversity Requirement.)

208 The European Renaissance, Reformation, and Scientific Revolution
The breakdown of the medieval synthesis under the tensions of intellectual audacity, individual spirituality, and the progress of the scientific attitude to nature. Italian and Northern humanism, Luther and the end of Christian unity, voyages of discovery, and Europe's capture of world commerce driven by technological innovation by land and sea.

210 Ancient Greece
Greek civilization from the first awakening of reason in Homeric poetry and early philosophy to the spread throughout the Mediterranean world of a civilization of headlong, revolutionary innovation in every department of life and thought. Key episodes of the intellectual, political, and military history of the Greeks examined through examples of their literature and thought.

211 Roman History
Roman civilization studied as the revolution from a predatory conquest state led by a military aristocracy to a world empire that enforced universal peace and preserved Classical civilization under a sacred monarchy, whose breakdown gave birth to Christian Europe and the papacy in the West and Byzantium in the East.

212 Europe from the Old Regime to the Modern Era
Political, cultural, and economic development of Europe from 1715 to 1890. The crisis of the old order in the age of Enlightenment and the French Revolution. Industrialization and modernization in the nineteenth century and the emergence of nation states and modern political ideologies.

213 Europe in the Twentieth Century
European politics, culture, and society from 1890 to 1990. The course pursues three major themes: the origins of the modern era from 1890 to 1918; the rise of the authoritarian state from 1917 to 1945; and the Cold War from the 1940s to the collapse of the Soviet Union.

214 History of Russia
Survey of the political, social, and intellectual history of Russia, from its early medieval origins through the Soviet era. Emphasis on the people and the state, the revolutionary tradition, and efforts at modernization from above, particularly those of Peter the Great, Alexander II, Stalin, and Gorbachev. (Meets GEC Cultural Diversity Requirement.)

221 British History to 1688
The history of Britain from Roman times to the Revolution of 1688. Topics include Roman Britain, Anglo-Saxon England, the Norman invasion, the development of English political institutions, the consolidation of monarchy under the Tudors, the growth of English literature and culture, and the social and political struggles of the seventeenth century.

222 Modern British History
The history of Britain since 1688. Topics include aristocracy and society in the eighteenth century, the Industrial Revolution, Liberalism and Conservatism in nineteenth-century politics, the consolidation of British culture, the rise of the welfare state, and contemporary British life.

233 Eastern Europe in the Twentieth Century
Exploration of Eastern Europe's development in the twentieth century through the disciplines of history and economics. The course examines economic and political difficulties in the interwar period, World War II, postwar Soviet domination, the emergence of greater diversity after Stalin's death, and the recent radical changes sweeping the region. (Meets GEC Cultural Diversity Requirement.)

235 World War II: The European Experience
Origins of the European war; Hitler's reorganization of East Central Europe in 1938–39: the war itself, from the 1939 Blitzkrieg against Poland to the fall of Berlin in 1945; the postwar settlement.

240 History and Film
An exploration of history on film and film as history. After a discussion of recent methodologies, both in history and film studies, the course examines historical epics, documentaries, propaganda, literary adaptations, and biographies. The course also studies films that reveal important assumptions about their day.

250 The American Civil War
The origins of the war in the antagonistic development of the free North and slave South; Lincoln and the Republican Party; Black activity in the North and South; the war; the transforming and gendered aspects of fighting the war; Reconstruction; the impact of the war on American development.

255 African American Autobiography
An examination of the African American experience through an exploration of autobiographies, including works by Frederick Douglass, Booker T. Washington, W. E. B. DuBois, Richard Wright, Anne Moody, and Malcolm X. (Meets GEC Cultural Diversity Requirement.)

256 Race and Racism in America
An examination of race and racism as subjects of controversy in American history from the interdisciplinary perspective of American Studies. How did the experience of slavery shape American attitudes toward race? What was the legacy of slavery in the postemancipation years? How has our political and judicial system dealt with race and racism? (Cross-listed as American Studies,.)

257 History of Mexico
This course broadly surveys Mexican history from the pre-Conquest period to the Chiapas revolt in 1994. The meaning of progress, the sacred and indigenous culture, imperialism's impact, and popular mobilization are among its reoccurring themes. (Meets GEC Cultural Diversity Requirement.)

258 History of Sport
The evolution of sport in modern society, in its cultural, social, and economic dimensions. Largely focused on the American experience, but some attention to sport elsewhere in the world. Emphasis on 1850 to the present.

263 American Cities
The changing functions, scale, and quality of urban society from the seventeenth century to the present. A historical framework for studying modern American metropolitan problems. Some fieldwork in Chicago.

265 American Diplomacy
Survey of the evolving role of the United States in world affairs since 1890. Emphasis is on domestic origins of foreign policy and the American role in Asia.

270 History of Education in American Society and Thought
Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Cross-listed as Education 270.)

271 Women in Modern History: Europe and America
This course examines women's lives, activities, and cultures in the United States and Europe from the late eighteenth century to the present. Among the issues examined are birth control; equality vs. difference (the essentialism debate); race and class; and gender as an analytical concept. (Meets GEC Cultural Diversity Requirement.)

275 Popular Music and American Society
The origins and evolution of rock and roll and its permutations from Delta blues and country music to rap and "riot grrrl"; the intertwining of race, sexuality, gender, and class in this commercial art form.

282 Modern China
Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980s. (Meets GEC Cultural Diversity Requirement.)

286 Modern Japan
From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as the economic giant among the nations of the Pacific. Attention to the achievement as well as

the undeniable sufferings and costs incurred during Japan's drive toward great power. (Meets GEC Cultural Diversity Requirement.)

288 War and Revolution in Asia: China, Korea, Vietnam
Throughout the twentieth century Asian countries have experienced periods of prolonged warfare and revolutionary upheaval. Why is it that wars in Asia have had such a profound impact on American society? What is the relationship between war and revolution in China, Korea, Vietnam? What impact did war have on Chinese, Korean, and Vietnamese society and how can we best characterize the wars of each region? We will use a variety of sources, including books and films, in the class. (Meets GEC Cultural Diversity Requirement.)

300 Theory and Methods
How can we know what actually happened in the past? An examination of the basis of historical knowledge and the study of methodologies used for understanding the past. Emphasis will include social, intellectual, economic, and psychohistory as well as use of the Web as a research tool. Prerequisite: an introductory history course. Required of all history majors.

304 Greek and Roman Religion
Issues in the social and intellectual forms of religion in the Greek and Roman worlds, from the Homeric age to the early Christian era: primitive beliefs; warrior religion; women's cults and women's roles; mystery religions and magic; ruler worship; pagan philosophies; pagan background of early Gentile Christianity. Prerequisite: History 210 or 211. (Cross-listed as Religion 306. Meets GEC Cultural Diversity Requirement.)

305 Topics in European History: The European Economy, 1–1700 CE
The economic life of the Mediterranean world and Europe from the age of Augustus to the Protestant Reformation and after; topics will include the economy of the Roman Empire; economic organization and trade in Carolingian Europe; the consequences of the Crusades and the commercial revolution of the central Middle Ages; and Renaissance (and earlier) innovations in agriculture and technology. Prerequisite: One course from the following: History 110, 204, 208, 210, or 211.

307 Topics in East Asian History: Women in Modern East Asia
An examination of women's lives in China, Japan, and Korea during the nineteenth and twentieth centuries. Topics will include changing roles within families and society; reproduction and sexuality; the development of political consciousness; and feminism in an East Asian context. (Meets GEC Cultural Diversity Requirement.)

309 Problems in Modern Chinese History: Contemporary China since 1950
What are the enduring problems of modern China? How have different Chinese governments confronted them? We will study twentieth-century transformations in Chinese society, politics, and culture on the mainland and Taiwan in the light of modern Chinese and international history through the discussion of the major issues addressed by Western scholarship. Basic topics to be covered include the Sino-Western relations; tradition and modernization; peasant rebellions; revolution and reforms; religion; culture and society; modern science; and intellectuals and the state. (Meets GEC Cultural Diversity Requirement.)

312 Medieval Politics and Governance
This seminar examines the methods, structures, and strategies of medieval politics and governance in Western Europe from c. 860 to c.1500. The primary focus will be on the creation and governance of centralized politics. It will also examine local and town governance. Topics include theories of kinship, role of kinship, rise of administration, feudalism, seigneuralism, ritual, and horizontal ties (e.g., communes, affinities, guilds).

315 History of Soviet Russia
The end of the Russian Empire, the revolutions of 1917, and the development of Soviet society and institutions under Lenin, Stalin, and Khrushchev. Emphasis on political and social conflicts, ideological debates, and cultural developments. Prerequisite: History 213 or 214 or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

331 The Enlightenment
Readings and discussions of the central ideas of Europe in the eighteenth century, with emphasis on Britain and France. Topics include the social and political context of the Enlightenment, the impact of science, and the development of notions of tolerance, freedom, and rationality.

332 European Romanticism
Intellectual and social origins of Romanticism, with emphasis on Germany and England; impact of the French Revolution; individualism in poetry and art; and the rise of historicism. Works discussed will include those by Goethe, Wordsworth, Keats, Hugo, Constable, and Schleiermacher.

335 Twentieth-Century British Culture
British culture since 1900. Topics include the impact of World War I; the Bloomsbury circle; documentary writing and film; working-class realism in the 1950s; youth culture; the New Left; postimperial culture; and postmodernism.

342 History and Literature: Crises in England, 1485–1660
This course offers an interdisciplinary opportunity to investigate one seminal era. Basic topics to be covered include the "lost" world of the early modern family and social life; the English Reformation; the crisis of the aristocracy and the rise of the gentry; Renaissance heroism and "self-fashioning"; women's lives and literature; early modern biography and lyric subjectivity; Tudor and Stuart monarchy; the English Civil War; and the emergence of the scientific worldview. Prerequisite: either one English or one History course at the 200 level or above. (Cross-listed as English 342.)

343 Literature and Society in Russia
Aspects of the social and intellectual history of Tsarist and Soviet Russia through the prism of nineteenth- and twentieth-century fiction, mostly novels. Nineteenth-century readings include works by Turgenev, Dostoevsky, Tolstoy, and Chekhov. Sovie-period authors may include Pasternak, Gorky, Bulgakov, Aksyonov, or Solzhenitsyn. (Meets GEC Cultural Diversity Requirement.)

347 Topics in Gender and History: The Body and Western Civilization
We will read the most important works of the scholarship on the body that has flourished as the West takes up the challenge of reintegrating mind and body. Among the topics to be examined are renunciation of sex in early Christianity; medieval European women's embodiment of their faith; capitalism and the disciplining of the body; roots of fascism in male fear and loathing of the female; the body as metaphor; and contemporary attitudes toward the body. Among the authors to be read are Peter Brown, Caroline Walker Bynum, Michel Foucault, Mary Douglas, and Susan Bordo. (Meets GEC Cultural Diversity Requirement.)

348 Topics in Gender and History: Men in Nineteenth- and Twentieth-Century U.S.A.
This course will focus on changing and competing definitions of masculinity; race, class, and manhood; empire and masculinity; invention of heterosexuality; men and war; and men and gender.

348 Museums and Exhibitions
Students design, organize, and mount a historical exhibition, using the archives of Lake Forest College, in Sonnenschein Gallery. Course includes field studies to Chicago-area history museums.

355 American Social History
Conducted as a seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 120 or 121 or permission of the instructor.

360 Colonial America
Origins of European colonialism; Indian-European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 120.

361 Advanced Topics on African American History
A seminar that examines one aspect of African history in depth. Topics vary from year to year. (Meets GEC Cultural Diversity Requirement.)

365 American Thought
An examination of major currents of American thought with special emphasis on the ways that Americans have thought about their relationship with their environment: Puritanism, Jefferson and nature, Emerson and Thoreau's romanticism, Darwinism, and the modern environmental movement. Prerequisites: History 120, 121, an introductory course in American literature, or permission of the instructor. (Cross-listed as Environmental Studies 365.)

420 Senior Seminar
Selected advanced topics in history, with attention to the methods and problems of historical research. Required of all history majors in their junior or senior years except those doing independent study research projects. Open to nonmajors with the prerequisite and permission of the instructor. A major research paper is required.

HONORS SEMINAR

Associate Professor C. Richard Fisher

SOPHOMORE HONORS SEMINAR

Each year an interdisciplinary honors seminar is taught on the sophomore level. The seminar is designed for sophomores who are prepared for an especially demanding and challenging academic experience. Students read particular classics of Western traditional thought. Students are primarily responsible for generating the topics for discussion at each class meeting. Enrollment is limited to 15 students and requires permission of the instructor.

250 Human Possibility and Limitation
How much control does humankind have in determining events and their consequences? What forces are beyond one's control? The seminar will use readings from Homer, Sophocles, Augustine, Dante, Shakespeare, Darwin, Marx, Freud, and Beckett.

251 Heroism: Tragedy and Transgression
Many of our notions of the hero are still derived from early epic literature, which presents a paradox: The hero is most truly himself when he dies; the perfect fulfillment of heroism is death. While heroes are found not only in battle, cultures both ancient and modern seem reluctant to acknowledge a pure heroism: The hero is frequently a problematic and ambivalent figure, raising fundamental questions of morality and mortality. What is a hero, in different cultures and in different times? Why are heroes so closely linked to tragedy? How do the concepts of limitation, transgression, and flaw play a role in defining the heroic? These are some of the questions pursued in readings from all literary genres and in examining the discourse of such forms as opera and film. The seminar analyzes major works of Homer, Shakespeare, Goethe, Melville, and Dostoevsky, but it also engages nontraditional aspects of heroism such as female tragic figures, the anti-hero, and forms of resistance to political oppression. A study of film and detective fiction will provide an opportunity to trace the metamorphosis of heroism in popular as well as "serious" culture.

Affirmation of feminist, multicultural, ethnic, and other creative (and controversial) perspectives is encouraged. The seminar strives to create productive, self-directed dialogue among students and includes student presentations as well as student-led discussions.

252 Perfecting Humanity
Are human beings and humankind perfectible? If not, why not? If so, in what ways, by what means, and with what consequences? Influential attempts during the last five centuries to address these and related questions are explored through examination of major Western works from several genres and disciplinary points of view. Principal figures planned for consideration include Erasmus, Shakespeare, Hobbes, Rousseau, Marx, Mill, Nietzsche, and Camus.

JUNIOR HONORS SEMINAR

A seminar in the creative process is designed for students at the junior level.

365 In the Belly of the Beast: The Reality of Work in the Big City
The seminar strives to make students better acquainted with the multiplicity and complexity of work as they think about careers by providing an experience of urban life, work contexts, social issues, and great thinking on the subject of work within the framework of first-hand contact with major professions and institutions in their everyday functioning. It seeks to promote the academic study of professions on the part of students who are earnestly career oriented and intellectually prepared to think about problems of work in a personal-professional but also political-societal context. From various perspectives the seminar will provide in-depth insight into what the (nonacademic) professions really do and how they go about doing it. Questions about the reality of work might include professional principles, goals, objectives, and ethos; sense of community and mission; variety and diversity; equal opportunity, affirmative action, and race and gender equality issues; workplace dynamics, overt or subtle discrimination; hierarchies; common ground and conflict; and self-image concerning the role of the profession in social, political, local, and

national life. Students participate in 10 to 12 intensive visits to institutions and work sites in Chicago that typify, in dialectical terms, the workplaces, problems and issues, scope, and employment practices of the profession under scrutiny. They also engage in 10 to 12 workshops centering on the professions, to be held on campus, utilizing guest speakers as well as faculty resources for lectures, demonstrations, and discussions on pertinent issues. The professions and fields covered include law, primary education, medicine, major media, print media, government, food services, finance, public relations, art and commerce, public interest, and technology.

SENIOR HONORS SEMINAR

An honors seminar designed for seniors who wish to undertake a serious integrating and culminating course.

450 The Eighteenth Century: The Birth of a New World View

This seminar will study the eighteenth century, for it is with this century that our modern world comes into being; it is the watershed between the Medieval-Renaissance world and what has become our own. The new scientific climate established by the work of Sir Isaac Newton in the context of the political and economic upheavals at the end of the seventeenth century led to the emerging worldview of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to old values, and then was reinterpreted by a generation of Romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. Readings will include such authors as Pope, Newton, Swift, Descartes, and Voltaire.

455 Patterns in Nature

From the meander of a river to the branchings of tree and vein, from the soap bubble to the perfect spiral of the nautilus shell, from the articulate gestures of a cellist's hand to the snowflake, our world abounds with exquisite and intricate patterns. This course explores the variety of patterns found in nature, the purposes, if any, that those patterns serve, and the principles and mechanisms that natural science calls upon to explain them. While much of early science sought explanations of patterns in models, plans, and blueprints, modern science acknowledges that such solutions merely relocate the problem rather than solve it. We'll explore how solutions now abound in some sciences but in others are conspicuous in their absence. Ideally, the seminar will draw two types of participants, senior science majors who represent their disciplines and those interested in understanding patterns.

INDEPENDENT SCHOLAR

Professor Abba Lessing

Associate Professor Don Meyer

Associate Professor Ronald Miller (Chairperson)

INDEPENDENT SCHOLAR MAJOR

(No minor is currently available.)

The Independent Scholar program allows students to enroll in the program by developing an academic major of their own, culminating in a thesis or a creative project working closely with a faculty advisors. This major is compatible with a student's pursuit of a second major as well. Students with a high GPA are invited to apply and submit a detailed presentation of their case for admission into the program at the end of their sophomore year. The Independent Scholar program takes place during the junior and senior years. The Independent Scholar Committee determines admission.

INTERNATIONAL RELATIONS

Professor Robert Baade

Professor Jonathan Galloway

Professor David George

Professor D. L. LeMahieu

Professor Ghada Talhami

Assistant Professor Marc Moskowitz

Assistant Professor Paul Orogun (Chairperson)

A student majoring in International Relations is concerned with the approaches by various disciplines—politics, history, economics, sociology, and psychology—to problems that are global in scope, e.g., war and peace, development and underdevelopment, imperialism and national self-determination. The student will be prepared for positions in international affairs in the federal and state governments, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses. The major is a base for social service positions at the national and international levels, e.g., the Peace Corps and church groups. Majors often go on to graduate school in political science, law, or business administration.

INTERNATIONAL RELATIONS MAJOR

A major in International Relations must take a core set of courses that will form a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation-state system in Europe, non-Western history, basic models of human societies, and basic economic principles. Students must maintain a C average in courses taken in the major.

The required core courses are: Economics 110 (Principles of Economics); Sociology and Anthropology 110 (Introduction to Sociology and Anthropology); History 212 (Europe from the Old Regime to the Modern Era) or History 213 (Europe in the Twentieth Century); Politics 340 (World Politics); International Relations 480 (Senior Seminar). The completion of a foreign language through the 305 or 320 level.

Students must take two courses from a specifically comparative perspective to become familiar with differences and similarities among different states and societies. The two courses may be selected from the following or any other comparative courses deemed suitable by the chairperson: Economics 270 (Latin American Development); Politics 210 (Politics of Western Europe and the European Union); Politics 212 (Politics of the Third World); Politics 216 (The Politics of the Middle East); Politics 217 (African Politics); Politics 219 (The Politics of Latin America); Politics 318-01 (Women in the Third World).

A student must also take four electives that will enable him or her to focus interest on a series of interrelated topics in preparation for the seminar. These four courses or independent studies or internships are to be chosen in consultation with the chairperson.

INTERNATIONAL RELATIONS MINOR

Eight courses are required from the following: four foreign language courses; two core courses and two comparative courses that are normally required for the major; or two foreign language courses and four core courses and two comparative courses that are normally required for the major.

348 International Law and Organization

This course covers the history of international law since the Peace of Westphalia emphasizing core legal concepts such as sovereignty and nonintervention and a study of the role of the United Nations in world politics with brief surveys of the European Union, OAS, and OAU. The course will combine lectures and class discussion as well as preparations for those students who will be participating in the College's Model United Nations Program. (Cross-listed as Politics 348.)

480 Senior Seminar: Globalization

Topic for 2002: Globalization.

INTERNSHIPS AND PRACTICUMS

For information on Internships and Practicums see Undergraduate Curriculum.

LATIN AMERICAN STUDIES

Professor David George

Professor Carolyn Tuttle

Associate Professor Les Dlabay

Assistant Professor Lois B. Barr (Chairperson)

The region of Latin America, which encompasses Mexico, Central America, South America, and the Hispanic Caribbean, has grown enormously in economic and cultural importance in the United States. Immigration, trade, travel, literary production, and popular culture—these are just a few of ways in which Latin America is affecting the lives of Americans. By providing both a major and a minor, the Latin American Studies program enables students to prepare for careers involving this vital region.

THE LATIN AMERICAN STUDIES MAJOR

The major consists of a minimum of 10 credits: four core courses, five electives, and Senior Studies. Students must take a senior seminar or do a senior thesis or senior research project. In addition to the 10 credits, there is also a language proficiency requirement. In designing their majors, students should consult with members of the Latin American Studies Committee.

Core Courses

Students must take four core courses, two courses from A. Arts and Humanities and two courses from B. History and Social Sciences listed below.

A. Arts and Humanities

Art 226, Music 281, Philosophy 272, any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America.

B. History and Social Sciences

Economics 245, Economics 270, Business 470, History 257, Politics 219, any course in Sociology and Anthropology on Latin America.

Electives

In addition to the four core courses, students must take five other Latin American Studies credits, two of which must be at the 300 or 400 level. These credits can include Latin American Studies courses (see list below), foreign programs, and other alternatives.

Foreign Programs

Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American Studies Committee. Students are encouraged to participate in Lake Forest College's Fall semester International Internship Program in Santiago, Chile, which provides a professional internship experience, intensive language instruction, and a cultural and historical introduction to Chile. The committee also recommends the two Costa Rica programs sponsored by the Associated Colleges of the Midwest. All credits earned on foreign programs will count at the 300 or 400 level.

Other Alternatives

A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships.

Senior Studies

Students must complete a Senior Seminar (Latin American Studies 480), a senior thesis, or a senior research project.

Language Proficiency

Students must demonstrate language proficiency in Spanish or Portuguese. This requirement may be met through examination or by completing a Spanish or Portuguese course at the 300 or 400 level.

THE LATIN AMERICAN STUDIES MINOR

The minor in Latin American Studies consists of seven credits to be taken from the following list, which is grouped into courses, foreign programs, and other alternatives. At least two credits must be from the list of arts and humanities courses and at least two credits from the list of

history and social sciences courses. These two credits must be from different departments. Otherwise, students may take any combination of courses, foreign programs, and other alternatives. In designing their minors, students should consult with members of the Latin American Studies Committee.

Courses

A. Arts and Humanities

Art 226, Music 281, Philosophy 272, any course in Spanish, Foreign Civilization, or Literature in Translation on Latin America.

B. History and Social Sciences

Economics 245, Economics 270, Business 470, History 257, Politics 219, any course in Sociology and Anthropology on Latin America.

Other courses: see list that follows

Foreign Programs

Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American Studies Committee. Students are encouraged to participate in Lake Forest College's Fall semester International Internship Program in Santiago, Chile, which provides a professional internship experience, intensive language instruction, and a cultural and historical introduction to Chile. The committee also recommends the two Costa Rica programs sponsored by the Associated Colleges of the Midwest. All credits earned on foreign programs will count at the 300 or 400 level.

Other Alternatives

A maximum of two credits may be obtained through tutorials, research projects, creative projects, and domestic internships. Students are encouraged to participate in a research project through the Latin American Research Institute.

Courses Offered Regularly in Latin American Studies

(consult departmental listings for descriptions)

Art 226
(Colonial Latin American Art)

Business 470
(Latin American Global Business)

Economics 245
(Child Labor in Latin America)

Economics 270
(Latin American Development)

Foreign Civilization 302
(The Latin American World)

Foreign Civilization 335
(Film and History in Spain and Latin America)

Foreign Civilization 380
(Fiction, Film, and Society in Latin America)

History 257
(History of Mexico)

Latin American Studies 336
(Latin American Film)

Latin American Studies 367
(Latin America: A Creative Approach)

Latin American Studies 480
(Senior Seminar)

Literature in Translation 209
(Brazilian Literature in Translation)

Music 281
(Latin American Music)

Philosophy 272
(Currents in Latin American Thought)

Politics 219
(The Politics of Latin America)

Sociology and Anthropology 231
(Histories and Cultures of Latin America)

Sociology and Anthropology 242
(Maya Cultures and Histories)

Sociology and Anthropology 272
(Latin American Popular Culture)

Spanish 305
(Hispanic Culture)

Spanish 320
(Spanish for International Affairs)

Spanish 335
(Survey of Latin American Literature)

Spanish 365
(Latin American Narrative)

Spanish 370
(Hispanic Poetry)

Spanish 415
(Portuguese for Spanish Speakers)

Spanish 425
(Latin American Culture and Civilization)

Spanish 480
(Senior Seminar in Spanish—in years when the topic is pertinent to Latin American Studies)

336 Latin American Film

An interdisciplinary study of Latin American film, from multiple perspectives, artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links between cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. The course will be conducted in English, but students may choose to read texts and/or write papers in Spanish or Portuguese. (Cross-listed as Foreign Civilizations 336. Meets GEC Cultural Diversity Requirement.)

367 Latin America: A Creative Approach

Taught in English, this course is based on Latin American topics, viewed from interdisciplinary perspectives and involving various historical periods and regions. Examples are the Voyage of Columbus, Sor Juana and colonial Mexico, independence movements in South America, Brazil and the abolition of slavery, the painting of Frida Kahlo and Diego Rivera. Student work is mostly creative, non-traditional; original poems and stories, short videos, newscasts of historical events, mock trials. (Cross-listed as Foreign Civilization 367. Meets GEC Cultural Diversity Requirement.)

MATHEMATICS AND COMPUTER SCIENCE

Professor Steven Galovich
Number Theory

Professor Robert Holliday (Chairperson)
Computer Science. Combinatorics.

Professor Edward Packel
Functional Analysis. Applications of Mathematics to the Behavioral and Social Sciences. Computer Science.

Associate Professor Jill Van Newenbizen
Social Choice Theory. Functional Analysis.

Associate Professor DeJuran Richardson
Statistics. Biostatistics.

Associate Professor David Yuen
Riemann Surfaces. Algebraic Geometry. Modular Forms. Computer Science.

Assistant Professor Joe Hummel
Computer Science.

Assistant Professor Craig Knuckles
Control Theory and Optimization. Functional Analysis. Computer Science.

Instructor Ruthane Bopp
Algebra. Real Analysis.

Concepts and techniques of mathematics and computer science play a vital role in an ever-increasing number of human activities. The curriculum and other activities of the Department of Mathematics and Computer Science are designed to acknowledge this fact. The department offers a major in mathematics and a major in computer science.

Admission to any course in the department requires a grade of C- or better in all prerequisite courses.

MATHEMATICS MAJOR

The mathematics major combines conceptual and theoretical ideas with computational techniques and applications of mathematics. When appropriate, courses use technology and the department's computer laboratory to facilitate exploration and understanding in a cooperative setting. Majors are prepared to pursue careers that emphasize applications of mathematics, careers in teaching, and graduate study in mathematics.

The minimum requirements for all students majoring in mathematics are satisfactory completion of the following:

Mathematics 110, 111, 210, 230, 231, 311, 330, and Computer Science 112 (or the Honors sequence, Mathematics 115, 116 instead of Mathematics 110, 111).

One of the following sequences:
(1) Mathematics 331 and another mathematics course numbered 300 or above;
(2) Mathematics 350, 351.

The senior studies course or senior thesis in mathematics.

In addition, one course from the following is required: Physics 120, Philosophy 265, Economics 330, or any Computer Science course numbered 212 or above.

Internship credit may not be counted toward the major.

Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. A reading knowledge of a foreign language is strongly recommended for students who plan to attend graduate school.

MATHEMATICS MINOR

Requirements include the following: Mathematics 110, 111, 210, 230, and either Mathematics 214 or 231; one mathematics course numbered 300 or above; Computer Science 112.

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should elect Mathematics 110, 111 (or 115, 116), 210, 230, and 231 along with Mathematics 314, 350, 351.

MATHEMATICS COURSES

103 The Nature of Mathematics
Intended for students with primary interests in the humanities and social sciences. The course uses set theory, logic, and language as a foundation for studying a variety of topics central to the development of modern mathematics. Emphasizing the central role of language in mathematics, the course shows that mathematics is about communication of ideas. Topics will be explored through experimentation with computers where appropriate using games, puzzles, and group projects as well as lectures and discussions. Additional topics include codes and basic geometry. The course will focus on the interplay of different ideas. (Cross-listed as Freshman Studies 103.)

104 Elementary Mathematics from an Advanced Standpoint
This course presents an overview, for a sophisticated audience, of several topics from elementary mathematics. The course stresses three themes: Mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include numeration systems, non-base-ten representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Prerequisite: Mathematics 103 or permission of the instructor. (Cross-listed as Education 104.)

105 Elementary Functions
Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry. (Does not meet GEC Natural and Mathematical Sciences Requirement.)

110 Calculus I
The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3.5 years of high school mathematics (to include trigonometry) or Mathematics 105.

111 Calculus II
The calculus of functions of one variable. Integration, applications of integration, sequences, and series. Prerequisite: Mathematics 110.

115 Honors Calculus I
Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, the definite integral, and applications. Prerequisite: permission of the instructor.

116 Honors Calculus II
Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: permission of the instructor.

150 Introduction to Probability and Statistics
Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (Not open to students who have taken Economics 130).

160 Finite Mathematics with Applications
Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Topics chosen from basic probability theory; vectors, matrices, and Markov chains; linear programming; mathematics of finance; and game theory.

210 Multivariable Calculus
Partial differentiation, the algebra and calculus of vectors, curves and their parametrization, multiple integration, Stokes's and Green's theorem, and applications. Prerequisite: Mathematics 111.

214 Differential Equations
Differential equation models, analytic solution techniques, qualitative solution concepts, and computer visualization for single equations and systems. Applications of differential equations. Prerequisite: Mathematics 210 or permission of the instructor.

230 Introduction to Abstract and Discrete Mathematics
Topics covered include logic and proofs, set theory, relations, cardinal numbers, countable and uncountable sets, permutations and combinations, graph theory, and group theory. Prerequisite: Mathematics 110.

231 Linear Algebra
Vector spaces, linear independence, linear transformations, matrices, determinants, and applications to geometry. Prerequisite: Mathematics 230 or permission of the instructor.

310 Complex Analysis
Study of functions of one complex variable. Analytic functions, complex integration, Cauchy's theorem, complex power series, and special functions. Applications to other areas of mathematics and to mathematical physics. Prerequisites: Mathematics 210 and 230 or permission of the instructor.

311 Introduction to Real Analysis
A rigorous one-dimensional course covering the following introductory real analysis topics: axioms for the real numbers, boundedness, limits, monotone functions, continuity, uniform continuity, Cauchy criterion for convergence, cluster points, compactness, differentiability, integration, and infinite series. Prerequisites: Mathematics 210 and 230.

329 Number Theory
Mathematical induction, divisibility properties of integers, prime numbers, and congruences. Prerequisite: Mathematics 230 or permission of the instructor.

330 Modern Algebra I
A study of algebraic structures with emphasis on groups, rings, and fields. Prerequisite: Mathematics 230.

331 Modern Algebra II
Additional topics in modern or linear algebra such as field extensions, Galois Theory, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Prerequisite: Mathematics 330 or permission of the instructor.

350 Mathematical Probability
Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, and generating functions. Prerequisite: Mathematics 210 or permission of the instructor.

351 Mathematical Statistics
A mathematical study of such topics as estimation of parameters, confidence intervals and tests of hypotheses, decision theory, regression, analysis of variance, and nonparametric methods. Prerequisite: Mathematics 350.

375 Combinatorics and Graph Theory
Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion, and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers, and transportation networks. Also included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs, and design of experiments. Prerequisite: Mathematics 230. (Cross-listed as Computer Science 375.)

434 Theory of Computation
Formal grammars, sentence derivation and ambiguity, finite state machines, equivalence and reduction, equivalence of right linear grammars and finite state automata, limitations of finite state automata, Turing machines and effective computability, unsolvable problems and NP-complete problems. Prerequisite: Mathematics 230. (Cross-listed as Computer Science 434.)

499 Great Theorems of Mathematics
Seminar course to introduce students to various masterpieces in the development of mathematics. Some of the most historically important proofs and ingenious logical arguments from mathematics will be presented and discussed. An emphasis will be placed on the interconnectedness among various subject areas within mathematics. Prerequisite: permission of the instructor. (Meets GEC Senior Studies Requirement.)

Mathematics Courses Offered Less Frequently

195 The Mathematics of Games and Gambling
This course introduces and develops some of the important and beautiful "elementary" mathematics needed for rational analysis of various game and gambling activities. Topics treated include permutations and combinations, probability, expectation, the binomial distribution, elementary game theory, power indices, and the gambler's ruin. Social and historical issues related to gambling will also be considered along with a variety of hands-on gaming activities, but the primary emphasis will be on the understanding and application of the mathematics behind these activities.

198 Mathematics in Civilization
Mathematics has played a major role in the development of Western civilization. This course investigates how important mathematical subjects such as algebra and geometry arose out of such diverse activities as science, commerce, and art. Our approach will be historical, and our journey will take us from the development of number systems in the ancient Middle East nearly 4,000 years ago to the use of non-Euclidean geometry to describe the universe in the twentieth century.

211 Mathematics of Chaos
A study of nonlinear dynamical systems, including iteration of functions, attracting and repelling periodic orbits, bifurcation, the period doubling route to chaos, complex dynamics, fractals, and Mandelbrot and Julia sets. Real-world implications and applications of chaos. Can meet the requirements for a 300-level or above mathematics course on completion of an additional project approved by the instructor. Prerequisite: Mathematics 111.

260 History of Mathematics
A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis will be on the evolution of mathematical ideas and the contributions of the most prominent individuals associated with the development of mathematics. Prerequisite: Mathematics 111 or permission of the instructor.

314 Numerical Analysis
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisites: Mathematics 111, 231, and Computer Science 112. (Cross-listed as Computer Science 314.)

320 Mathematical Methods
Applied mathematics for scientists. Topics typically include series approximations to functions, matrices and eigenvectors, vector analysis, special functions, ordinary and partial differential equations, orthogonal polynomials, asymptotic techniques, boundary value problems, and numerical methods. Prerequisites: Physics 121 and Mathematics 210. (Cross-listed as Physics 320.)

340 Geometry
Selected topics from affine, Euclidean, non-Euclidean, projective, and differential geometry. Prerequisite: Mathematics 230 or permission of the instructor.

360 Mathematical Modeling and Computer Simulation
Introduction to the process and techniques of modeling actual situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Team projects and reports. Prerequisites: Mathematics 111, Computer Science 112, and some additional sophistication in at least one of the following: mathematics, computer science, or applying mathematics in a field of interest. (Cross-listed as Computer Science 360.)

365 Algebraic Coding Theory
A study of the algebraic structure of codes designed to transmit messages through a noisy channel in an efficient and relatively error-free fashion. Topics include finite-dimensional vector spaces over a finite field and the connection between coding theory and areas such as geometry, combinatorics, and number theory. Prerequisite: Mathematics 231 or permission of the instructor. (Cross-listed as Computer Science 365.)

410 Topology
Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness, and homotopy theory. Prerequisite: Mathematics 230.

411 Topics in Modern Analysis
Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, and commutative Banach algebras.

COMPUTER SCIENCE MAJOR

The computer science major is designed to prepare students, within a liberal arts setting, for graduate work or careers in the field of computer science. Instruction takes advantage of a wide range of computer technology to facilitate learning and exploration. Please note that given the increased importance of the Web and distributed systems, students can expect the curriculum to evolve in the Fall of 2002 to reflect a more Net-centric view; the most up-to-date information can be obtained from the departmental Web page (http://math.lakeforest.edu).

The minimum requirements for the major in computer science are as follows:

Successful completion of Mathematics 110 and 230, as well as Computer Science 112, 212, 213, 317, and 336.

The senior seminar (currently 488) or senior thesis in computer science.

Successful completion of three additional courses in Computer Science from the following list: 214 and any course numbered 300 or above. Internship credit may not be counted toward the major.

Strongly recommended (but not required) are the following: Mathematics 111, 150 (or 350 and 351 for a stronger theoretical background), 231, 314, and 375; Philosophy 265. A reading knowledge of a foreign language is also strongly recommended for students planning to attend graduate school.

COMPUTER SCIENCE MINOR

The minor in computer science requires the student to successfully complete Mathematics 110 and 230 as well as Computer Science 112, 212, 213, 317, and 336.

COMPUTER SCIENCE COURSES

107 Introduction to Programming for Interactive Web Sites
An exploration of the technologies associated with Web programming. Topics include Internet history and its basic architecture, managing an account on a Web server, HTML markup (text, images, links), design issues (HTML tables vs. HTML Frames), use of style sheets (CSS), introduction to the client-server model, HTML forms, JavaScript control structures, the document object model (DOM), and using JavaScript to manipulate the DOM and process HTML forms. Please note that this is a general audience course intended for those who have limited computer background; this course is not intended for those planning to major or minor in Computer Science (and thus does not fulfill any requirements towards the major or minor.) Prerequisite: general familiarity with computer files and folders, word processing, and surfing the Web with a browser.

112 Introduction to Object-oriented Programming
Methodology of object-oriented programming via the language Java. Statement sequences, subroutines, variables, types, arrays, classes, and objects applied to the development of techniques and algorithms important in computer science. Emphasis on problem solving and object-oriented design. Prerequisite: strong high school mathematics background or significant previous programming experience.

212 Advanced Object-oriented Programming
Further exposure to programming techniques in Java, especially classes and objects. Topics include sequential and random files, searching and sorting, static and dynamic storage allocation, recursion, and elementary linear data structures such as stacks, queues, and linked lists. Prerequisite: Computer Science 112.

213 Introduction to Computer Architecture
Computer architecture and machine language, specific assembly language development, addressing techniques, input/output techniques, and construction of an assembler. Prerequisite: Computer Science 112.

214 Principles of Digital Logic
Basic logic, digital electronics, microcomputer architecture, and interfacing, with hands-on laboratory activity. Prerequisites: Computer Science 112 and 213.

260 Symbolic Logic
An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory, and completeness. The relevance of logic to computer theory and artificial intelligence will be stressed. (Cross-listed as Philosophy 265.)

312 Client-server Web Applications
An in-depth study of building Web applications using the client-server model. Topics include an overview of HTML and HTML forms for collecting user data, client-server interaction, CGI programming, storage and manipulation of server data using databases, and returning dynamic content to the client. Preprocessed HTML documents with PHP or Java Server Pages and Web session control with cookies and other useful objects. Additional topics may include the distributed object framework, XML for data extensibility, and an overview of Microsoft's Active Server Pages (ASP) and .NET platform for distributed Web applications. Prerequisite: Computer Science 212.

317 Data Structures and Algorithm Analysis
In-depth study of abstract data structures (linked lists, trees, graphs) and analysis of algorithms. Applications programmed individually and in groups. Prerequisites: Computer Science 212 and Mathematics 230.

318 Programming Languages
A study of different programming languages and their paradigms (styles of programming). Topics include programming language building blocks, functional programming, rule-based and event-based programming, typing, memory organization, scope, and lifetime management. Lab exercises focus on programming in the various paradigms; students can expect to program in languages like ML, Visual Basic, and SQL. Prerequisite: Computer Science 317.

336 Operating Systems and Systems Programming
An introduction to modern operating systems and their most important features. Topics include multiprocessing, virtual memory, multithreading, concurrency, I/O, networking, security, and distributed computing. At least one modern operating system will be studied (and modified) through lab exercises. Prerequisites: Computer Science 212 and 213.

375 Combinatorics and Graph Theory
Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion, and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers, and transportation networks. Included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs, and design of experiments. Prerequisite: Mathematics 230. (Cross-listed as Mathematics 375.)

425 Artificial Intelligence
An introduction to such topics as tree and graph searches, minimax methods and alpha-beta pruning, heuristics, backtracking, natural language processing, and computer vision and robotics. Prerequisite: Computer Science 317.

427 Introduction to Database Systems
An in-depth study of proper methods of design for database systems, with a heavy emphasis on the relational model. Topics include relational design, query languages, and transactions. Lab exercises will focus on standard SQL database access as well as modern, multitier styles of access. Prerequisite: Computer Science 317.

434 Theory of Computation
Formal grammars, sentence derivation and ambiguity, finite state machines, equivalence and reduction, equivalence of right linear grammars and finite state automata, limitations of finite state automata, Turing machines and effective computability, unsolvable problems and NP-complete problems. Prerequisite: Mathematics 230. (Cross-listed as Mathematics 434.)

461 Compiler Design
An introduction to the design and construction of compilers for modern programming languages. Topics include grammars, language definition, abstract syntax trees, symbol tables, syntax and semantic checking, code generation, and optimization. Lab exercises focus on using Java and compiler construction tools to build a real compiler for an object-oriented programming language. Prerequisites: Computer Science 213 and 317.

488 Senior Seminar in Computer Science
A seminarlike discussion of software engineering, object-oriented design, and large-scale software development. Students will practice modern software engineering as well as read and present papers concerning the subject. Prerequisites: Computer Science 317 and senior standing. (Meets GEC Senior Studies Requirement.)

489 Advanced Topics in Computer Science
Theory of the Internet, programming with Java, CGI, and Perl. Operating systems, including UNIX. Computer networks: theory, hardware, and software. Projects include a Web project and a networking project. Prerequisite or corequisites: Computer Science 317 and permission of the instructor.

Computer Science Courses Offered Less Frequently

314 Numerical Analysis
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisites: Mathematics 111 and 231, and Computer Science 112. (Cross-listed as Mathematics 314.)

360 Mathematical Modeling and Computer Simulation
Introduction to the process and techniques of modeling actual situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Team projects and reports. Prerequisites: Mathematics 111, Computer Science 112, and some additional sophistication in at least one of the following: mathematics, computer science, or applying mathematics in a field of interest. (Cross-listed as Mathematics 360.)

365 Algebraic Coding Theory
A study of the algebraic structure of codes designed to transmit messages through a noisy channel in an efficient and relatively error-free fashion. Topics include finite-dimensional vector spaces over a finite field and the connection between coding theory and areas such as geometry, combinatorics, and number theory. Prerequisite: Mathematics 231 or permission of the instructor. (Cross-listed as Mathematics 365.)

METROPOLITAN STUDIES

Professor Richard Dye

Professor Paul Fischer (Chairperson)

METROPOLITAN STUDIES MINOR

(No major is currently available.)
An interdisciplinary minor in Metropolitan Studies allows the student to examine from a variety of perspectives the development and impact of urbanization in the great metropolitan regions (comprising larger inner cities and suburban communities) in which a majority of the world's population now lives.

The core courses in Metropolitan Studies are:

Economics 240
(Urban Economics)

History 263
(American Cities)

Politics 223
(Urban and Suburban Politics)

A student must complete two of the core courses listed above, plus four additional courses among those listed below: (*Note:* the third core course may be counted as an elective.)

Economics 340 (Environmental and Natural Resource Economics)

Economics 350 (Public Finance)

History 256 (Race and Racism in America)

An independent study research project (approved by one of the program advisors)

Any of the following forms of applied study count as two Metropolitan Studies electives:

ACM Urban Studies Term in Chicago

ACM Urban Education Program

An internship (approved by one of the program advisors)

MUSIC

Associate Professor Rami Y. Levin (Chairperson)
Theory. Composition. Music History. Instrumental Ensembles.

Associate Professor Donald Meyer
Music History. Electronic Music. World Music.

Assistant Professor Kirk-Evan Billet
Director of Choral Ensembles. Theory. World Music.

Teaching Associate Lori Ashikawa
Violin

Teaching Associate Alison Attar
Harp

Teaching Associate Sally Bowers
Flute

Teaching Associate Heidi Brann
Oboe

Teaching Associate Judith Hanna
Bass

Teaching Associate Deborah Katz-Knowles
Percussion

Teaching Associate Jesse Langen
Guitar

Teaching Associate Soo Young Lee
Piano

Teaching Associate Mitch Paliga
Saxophone, Jazz Ensemble

Teaching Associate Tony Porter
Cello

Teaching Associate James Ramey
Clarinet

Teaching Associate Dianne Ryan
Bassoon

Teaching Associate Kathleen Van De Graaff
Voice

Teaching Associate William Walsh
Trombone

Teaching Associate Eric Yates
Trumpet

The department offers courses in theory and composition, music history, and performance.

Several courses are designed specifically for students with little or no prior musical experience (104, 150, 217, 225, 264, 265). The department has an electronic and recording studio equipped with analog and digital (MIDI) equipment.

The department sponsors a range of performance activities. The Lake Forest College Chorus is the main choral group, with advanced singers invited to join a smaller a cappella ensemble. Instrumental musicians may participate in the Chamber Orchestra, String Quartet, Woodwind Quintet, Flute Choir, Jazz Ensemble, and Band. The department also encourages student ensembles such as other chamber groups and rock groups. Students may study applied music through private lessons in piano, voice, or other instruments. These may be done on a credit or noncredit basis. The fees for noncredit lessons are listed in this catalog in Undergraduate Tuition and Expenses. Practice rooms with pianos are available for student use. A series of master classes each year gives students the opportunity to play for and receive feedback from professional instrumentalists in an informal lesson, open to the College community.

The location of the College among the North Shore suburbs of Chicago provides unusual opportunities for students to hear great performing organizations, such as the Chicago Symphony Orchestra, the Lyric Opera, the Lake Forest Symphony, and numerous performing artists. In addition, Lake Forest Lyrica, a series of chamber music concerts performed by some of Chicago's finest musicians, is held on the campus in Lily Reid Holt Memorial Chapel and is free to students. Students may also participate in the North Suburban Symphony, a local community orchestra.

MUSIC MAJOR

The major consists of the following courses:

Three semesters of theory: 151, 250, and 251.

Three courses in music history: 360, 361, and one course from 217, 227, 262, and 265.

One course credit (one year) in music performance (107, 108, 109, 110, 111, 211, 311, or 411).

One elective music course (excluding 104 and 150).

Senior studies seminar.

Additional Requirements

To graduate with a major in music, students are required to have a minimum GPA of 2.0 in all music courses.

All music majors must pass a proficiency exam in basic sightsinging and dictation by the end of their junior year. Music majors may substitute Music 160 (with a grade of B or higher) for this exam. Students majoring in music are also required to pass a piano proficiency exam by the beginning of their junior year. The department encourages anyone considering a music major to take this exam as early as possible because students who do not pass the exam must take two semesters of piano lessons. These lessons may count as the course credit in music performance (a credit that is required of all majors), as the elective course for the major, or as an additional course beyond the requirements for the major. Alternatively, the student can pay for piano lessons privately, provided they are hour-long sessions each week for a minimum of 26 weeks. See your music department advisor for more information.

MUSIC MINOR

The minor is designed for students with an interest in music who do not want the intense concentration of a major. The requirements provide students with a working knowledge of elementary music theory and a background in music history. A total of six courses is required to include the following: two sequential courses in music theory from Music 150, 151, 250, and 251; two courses in music history, of which at least one course must be from Music 360 or 361 and the second course may include Music 217, 227, 262, 264, or 265; one course (one year) in music performance from Music 111, 211, 311, 411, 107, 108, 109, or 110; one elective with the exclusion of Music 104, and Freshman Studies or 390.

104 Perspectives on Music

An introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and non-Western music. No previous knowledge is needed. Intended for nonmajors.

107 Band

The Band performs marches, overtures, waltzes, and suites by such composers as Vaughan Williams, Holst, Sousa, and others. The ensemble is open to all students. Credit may be earned after a year's participation in the group and completion of a paper under the supervision of the instructor. This course is graded on a letter-grade basis. In the event this course creates a fifth-course overload, the additional tuition will be waived for the first two credits awarded.

108 Lake Forest College Chamber Orchestra

The Lake Forest College Chamber orchestra is an ensemble devoted to the performance of Baroque, Classical, Romantic and twentieth-century repertoire. The group performs two concerts each semester with the Lake Forest College Chorus. The Chamber Orchestra is open to all qualified members of the College community. Auditions will be held early in the Fall. Students wishing to earn credit for participation may do so with the consent of the instructor. Credit may be earned after a year's participation in the group and completion of a paper under the supervision of the instructor. This course is graded on a letter-grade basis. In the event this course creates a fifth-course overload, the additional tuition will be waived for the first two credits awarded.

109 Lake Forest College Chorus

The Lake Forest College Chorus performs repertoire ranging from Bach to Bernstein, medieval to jazz, as well as music of the world's various cultures and traditions. Membership in the chorus is open to all students. Two performances are given each semester with the Lake Forest College Chamber Orchestra. Students wishing to earn credit for participation may do so with the consent of the instructor. Credit may be earned after a year's participation in the group and completion of a paper under the supervision of the instructor. This course is graded on a letter-grade basis. In the event this course creates a fifth-course overload, the additional tuition will be waived for the first two credits awarded.

110 Jazz Ensemble

Under the direction of its conductor, the Jazz Ensemble performs music from big band classics and contemporary repertoire. The ensemble is open to all students by audition. Credit may be earned after a year's participation in the group and completion of a paper under the supervision of the instructor. This course is graded on a let-

ter-grade basis. In the event this course creates a fifth-course overload, the additional tuition will be waived for the first two credits awarded.

111, 211, 311, 411 Applied Music
Private instruction in piano, organ, orchestral instruments, and voice. For noncredit weekly lessons of one-half, three-fourths, or one hour, an additional fee is charged. See Undergraduate Tuition and Expenses for details. For credit, the student must either have Music 150 as a pre- or corequisite or obtain consent of the chairperson of the department; the student must satisfactorily complete one year of instruction with weekly lessons of one hour and must participate in two workshops and one recital each semester. In addition, a paper must be completed under the supervision of the instructor. This course is graded on a letter-grade basis. If this course is taken as a fifth-course overload, there will be an additional charge. See under Course Overload Charge in Undergraduate Tuition and Expenses for an exception to the rule.

150 Fundamentals of Music
Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody, and harmony. Emphasis on listening and creative work. No prerequisite, but some musical experience is helpful.

151 Music Theory I
Basic elements of tonal harmony are taught including triads, seventh chords, figured bass, harmonic progression, voice leading, and four-part writing. Prerequisite: Music 150 or consent of the instructor.

160 Musicianship
This course is dedicated to the development of practical skills important for a musician, including sightsinging, melodic, and rhythmic dictation and ear training. Aural and written exercises as well as creative projects will be incorporated. Music majors may substitute this course for the aural-skills proficiency exams with a grade of B or higher. Prerequisite: Music 150.

217 World Music Survey
Survey of music of the world's peoples: music in nonliterate cultures in Africa, Australia, and the Americas; folk music of the Caribbean and Latin America; fine art and other music of Asia, the New East, and Indonesia; folk music of Europe and the United States; the social and cultural roles of music. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

219 African American Music
This course covers the history of African American music from the days of slavery through the contemporary period. Styles to be covered will include spirituals, minstrel music, the blues, jazz, rhythm and blues, soul, gospel, and hip-hop. The course will also include a discussion of social and political issues that have influenced the history of African American music and the African American experience. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

225 Introduction to Electronic Music: MIDI Sequencing
Designed to foster creative work in the College's recording/electronic music studio, the course deals first with the history of electronic music (Futurism, musique concrete, early analog analysis) and then with studio techniques, using both analog and digital equipment, microphones, tape recorders, mixing, digital synthesis, and a creative project. Two regular sessions and one laboratory each week. Corequisite: Music 150.

227 History of Jazz
Principal styles of representative jazz musicians; the roots (including blues and ragtime); jazz in New Orleans and Chicago; and big band, swing, bop, and fusion. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

250 Music Theory II: Tonal Analysis
A continuation of the study of harmony, including modulation, chromatic harmony, and counterpoint. Prerequisite: Music 151 or consent of the instructor.

251 Form and Tonal Analysis
Study of the principal forms in Western art music including binary and ternary forms, sonata, theme and variation, and rondo. This course covers analysis of tonal masterworks of the eighteenth and nineteenth centuries, including music of J. S. Bach, Mozart, Beethoven, Schubert, and Brahms, applying the knowledge gained in the study of tonal harmony. Prerequisite: Music 250.

262 Great Composers
This course explores the lives of some of the great composers of the Western classical music tradition, including (but not limited to) Mozart, Beethoven, Tchaikovsky, Wagner, Copland, and Stravinsky. The composers' works will be examined in the context of their times as well as in the overall scheme of music history. Prerequisite: Music 104 or 150 or consent of the instructor.

264 The History of Rock and Roll
This course covers the history of rock music from its origins in the blues and American country music to the diverse rock styles heard today. Analysis of performances and compositional styles of several familiar rock stars is included. Social and political influences will be addressed, but the focus will be on the music itself. No prerequisite.

265 American Music
Music in the United States from the time of the Pilgrims to the present day. The course includes art music, folk music, religious music, and jazz. Prerequisite: Any music class or consent of the instructor.

281 Latin American Music
Various topics studying popular music of Latin America. No prerequisite. (Meets GEC Cultural Diversity Requirement.)

325 Advanced Electronic Music
A continuation of Music 225. More independent work and hard disk recording. Prerequisite: Music 225.

360 Music History I: From Chant to Bach
An introduction to the music of the Middle Ages, Renaissance, and Baroque period. Composers emphasized include Machaut, Josquin, Palestrina, Lassus, Monteverdi, Schültz, Purcell, A. Scarlatti, Handel, and Bach. Prerequisite: Music 104 or 150 or consent of the instructor.

361 Music History II: From Classical to Contemporary
Representative composers and compositions from the Classical and Romantic periods will be discussed, including Mozart, Beethoven, Haydn, Tchaikovsky, Brahms, and Wagner. The many trends and styles of music of the twentieth century will be covered, including Impressionism, Expressionism, Neo-Classicism, Minimalism, and Chance Music. Composers will include Debussy, Ravel, Schoenberg, Reich, and Cage. Prerequisite: Music 104 or 150 or consent of the instructor.

Music Courses Offered Less Frequently

105 American Musical Theater in Past and Present
A study of representative musical comedies, operettas, and related works, which will provide topics for papers by students. Emphasis will be placed on relationships to political, social, and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are *Show Boat, Oklahoma!, South Pacific, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in the Park with George*, and others. The course will also work with word processing. (Cross-listed as Theater 105.) No prerequisite.

120 Songwriting
How to write songs. Emphasis on popular forms in the styles of the 1960s to 1980s, including pop, rock, folk, Broadway, and others. Covers text, setting, forms, harmony, instrumentation, arranging, record studio techniques, and performance. Prerequisite: Music 150 or consent of the instructor.

280 Genius: The Lives and Works of Mozart, Bach, and Einstein
A study of the phenomenon of genius with an examination of the lives and works of famous men and women in various fields of creativity including science, literature, and the arts. Special emphasis will be given to the music of Mozart, Bach, and Beethoven with the aim of understanding their creative approaches and the characteristics that set their music apart from the works of their contemporaries. No prerequisite.

282 Women's Voices: Heroines, Singers, Composers, Patrons, Writers
This course will bring into focus the presence, role, and representation of women in Western art music and Western culture during the nineteenth and twentieth centuries. Using current methodologies of feminist criticism and drawing on recent important contributions to the study of gender and music, we will piece together a multifaceted narrative of "female voices" in Europe and the United States, from 1800 to the present. (Meets GEC Cultural Diversity Requirement.)

420 Advanced Composition
Independent work.

PHILOSOPHY

Professor Abba Lessing
Existentialism. Hegel. Philosophy and Literature. Philosophy in Film.

Professor Louis G. Lombardi (Chairperson)
Ethics. Political Philosophy. Greek Thought.

Associate Professor Janet McCracken
Aesthetics. History of Philosophy. Gender Studies.

Assistant Professor Rosalind Carey
Analytic Philosophy. Russell. Wittgenstein.

Philosophy is the founding discipline of the Western intellectual tradition. It remains at the center of the liberal arts, spreading its branches throughout the curriculum in threatening as well as supporting ways. Philosophy continues to be a gadfly, upsetting the complacency that often sets in when underlying assumptions are not questioned. Challenges to modernity, postmodernism, traditional gender roles, cultural biases, and established public policy all have important philosophical roots. Philosophical inquiry and critique, by constantly reinterpreting and reimagining traditions, will help push us into the next century. In pursuing wisdom, clarity, and intellectual responsibility, philosophers have engaged a wide range of issues: the relationship between human beings and nature, the value of justice, the possibility of knowledge, and the meaning of human existence.

The philosophy curriculum at Lake Forest College highlights the discipline's central and critical role: We focus on:

Exploring the Immense Range of Philosophical Concerns: Philosophical questions emerge in all facets of human life. We seek not to isolate philosophy but to highlight the ways human beings are inevitably led to ask the fundamental questions with which philosophers struggle. We deal with metaphysical, aesthetic, epistemological, and ethical issues in film, art, literature, and debates over public policy.

Stressing the Practical Value of Philosophical Inquiry: Philosophy is not mere idle speculation but serious inquiry into issues that matter in our professional, public, and personal lives; philosophical insights help us grapple with questions ranging from the obligations between employers and employees, to what level of education is owed each member of our society, to how we ought to view the environment.

Developing Critical Thinking Skills: Philosophy is both a subject and a way of thinking, a critical reflection on our most important judgments and human experiences. Philosophical skills can be used to put things in perspective, to see the consequences of our views, and to assess justifications of our beliefs, practices, and institutions.

Cultivating an International Outlook: Philosophical reflection occurs in different ways in different cultures. We seek to provide students with some understanding of this range of styles by offering opportunities to study Asian as well as Western philosophy. Our international focus is evident through our involvement with the College's Program in Greece and Turkey. Further, we take advantage of the international cultural atmosphere in Chicago as well as the natural attractions of the area.

Fostering Creativity: Philosophical investigations require not simply that students learn a body of information but that they assess and build on that knowledge and ultimately develop their own insights and arguments. Philosophy majors are expected to design their own research project as the culminating experience for the major.

Except where prerequisites are listed, philosophy courses are open to all students, though first-year students should begin with a 100-level course or courses numbered below 220. Students may enroll for credit in only one section of Philosophy 110.

PHILOSOPHY MAJOR

Philosophy majors are expected to have a strong grounding in Western philosophical traditions but are encouraged to explore their own philosophical interests, for example, in Asian thought, in gender issues, in law and ethics, or in literature and the arts. Eight courses are required for a major (not counting internships). These must include Philosophy 290, 291, 292, and a minimum of one of the following 300-level courses: Philosophy 305 and 325. All majors are encouraged to take both 305 and 325. Seniors must choose either Philosophy 490 or 495.

Students interested in graduate work in philosophy should take 305 and 325, a logic course, and one or two courses over the minimum requirement of eight.

PHILOSOPHY MINOR

Six courses including two courses from Philosophy 270, 275, 290, and 291. One course or independent project at the 300 level or above. Most 300-level courses require one or two philosophy prerequisites.

110 Introduction to Philosophy: Ethics

What is the right way to live my life? How ought I to act? What qualities will make me a good human being? The aim of this course is the philosophical examination of ordinary ethical questions like these. This course is intended to be an introduction to philosophical ethics. There are no prerequisites. The course presupposes only our ability to reflect critically on ethics, to use classical texts to ask questions in a general and systematic way about the nature of the right, the virtuous, and the good—about many of the questions that preoccupy us in ordinary life. The means by which we shall engage these questions is to read and discuss a number of classic texts of Plato, Aristotle, Kant, Bentham, Mill, and Nietzsche.

110-2 Introduction to Philosophy: Reason and the Irrational

The confrontation and dialogue between rationality and the powers of desire, will, spontaneity, and freedom. Discussion will focus on readings from Plato, Descartes, Spinoza, Nietzsche, Kafka, Sartre, and Buber. (Meets GEC Freshman Writing Requirement.)

110-3 Introduction to Philosophy: Paths of Inquiry

Examination of fundamental issues concerning human existence as addressed by representative thinkers from these traditions and periods: classical Greek, classical Chinese, modern rationalist, modern existentialist, and contemporary continental philosophy. (Meets GEC Freshman Writing Requirement.)

110-4 Introduction to Philosophy: Asian Thought

Introduction, through representative Asian thinkers from India, China, and Japan, to fundamental philosophical issues such as the nature and meaning of human existence, what true happiness is, and what is real. (Meets GEC Freshman Writing Requirement.)

110-5 Introduction to Philosophy: Law and Freedom

Examination of conflicts between law and freedom in realms such as politics, morality, and human psychology. Topics include free will vs. fatalism and determinism, moral law and individual responsibility, and civil law vs. individual beliefs and choices. (Meets GEC Freshman Writing Requirement.)

110-6 Introduction to Philosophy: Classical Questions

Examination of perennial philosophical issues, such as questions about the nature of reality and how we can know it, discussions of human nature, the meaning of life, and our moral responsibilities.

110-7 Introduction to Philosophy: The Soul

The Greek word for soul is *psyche*, the root of the English word *psychology;* philosophy is the ancestor of psychology. Long before Freud, James, and Pavlov, philosophers were investigating the structure of the mind, the intricacies of mental processing, and the mental characteristics that make us individual human beings or "personalities". In this course, we will study the philosophy of the human mind or soul. Readings will include Plato, Aristotle, Descartes, Kant, Freud, and Maslow.

116 Logic and Styles of Argument

Focus on the "rhyme and reason" of language. Examination of the reasons arguments are constructed in the ways they are. Investigation of informal, Aristotelian, and propositional logics, with readings from magazine articles, advertisements, and classical philosophers. (Meets GEC Freshman Writing Requirement.)

200 Philosophy and Gender

An investigation of whether and to what extent men and women think and behave differently and how such differences do or ought to change our theories of human existence and human good. A comparison of classical, modern, and

postmodern treatments of the effect of gender on love, knowledge, and obligation. Reading may include Sappho, Plato, Aristotle, Hobbes, Rousseau, Mary Shelley, Freud, Mead, de Beauvoir, Irigaray, and Gilligan. (Meets GEC Cultural Diversity Requirement.)

203 Business and Professional Ethics
Analysis and evaluation of ethical problems in business and the professions. Attention will be given to the moral foundations for and limits on business activities, the idea of professional responsibility, and the relationship between professional and business obligations and general moral obligations. (Not recommended for first-year students.)

204 Labor, Property, and Value
What jobs are genuinely worthwhile? Ought people whose work does not produce anything of benefit to society get paid? Does being paid for her labor reward or degrade a worker—is it unseemly to be paid for bringing up one's own child? What should really entitle one to own property, and to what should the ownership of property entitle one? What is the significance of money? Does it really provide social power, or just emotional security? These and other moral, political, and practical questions about economics will be investigated through readings in ancient, classical, Marxist, and postmodern theories.

205 Medical Ethics
The course will investigate the three primary strands of medical ethics: (1) issues of professional responsibility, such as confidentiality and informed consent, (2) moral dilemmas that arise in the course of treatment, such as decisions about euthanasia, and (3) public policy matters, such as universal health care.

210 Environmental Ethics
Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics? (Cross-listed as Environmental Studies 210.)

212 Multicultural Approaches to the Environment
A multicultural approach to examining environmental ethics, focusing on how non-Western cultures have conceived of nature and our place within it and on how these views may offer insights into present local and worldwide environmental issues. We will also examine past and present human interactions with the environment, including previous "environmental crises," looking at both cultural practices and the values or attitudes implicit in them. Native American, Asian, and African views will be examined. (Meets GEC Cultural Diversity Requirement.)

220 Philosophy of Education
Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Education 220.)

225 Philosophy of Science
Examination of issues such as the nature of scientific knowledge, what counts as a "true" scientific theory, the basis of observation, and empirical knowledge. Consideration of ethical issues generated by scientific practice, the politics of technology, and current work on the sociology of scientific knowledge.

230 Philosophy and Literature
The question of meaning in and of literature. The philosophical study of works by Chekhov, Dostoevsky, Kafka, Philip Roth, and Milan Kundera as well as the poetry of Baudelaire and Wallace Stevens. Critical theories of Nietzsche, Roland Barthes, and Jacques Derrida are used. (Not recommended for first-year students.)

235 Studies of the Soul
The Greek word for soul is *psyche*, the root of the English word *psychology*. Philosophy is the ancestor of psychology. Long before Freud, James, and Pavlov, philosophers were investigating the structure of the mind, the intricacies of mental processing, and the mental characteristics that make us individual human beings or "personalities." This course will cross the boundary between personality theory and its philosophical predecessors and will investigate the constitution, functions, and individuating features of the human mind or soul. Readings will include Plato, Aristotle, Descartes, Kant, Freud, Murray, and Maslowe.

240 Philosophy of Law
Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy. (Not recommended for first-year students.)

247 Philosophy and Sport
The course focuses on sports, games, play, and the athlete in terms of addressing their nature, knowledge, and ethics or values. It will provide students with a thematic approach to key thinkers, spanning preclassical, classical, modern, and contemporary periods. Readings will include Homer, Plato, Aristotle, Descartes, Hegel, Nietzsche, and Ryle. Other writings within sports philosophy will also be included.

248 Philosophical Issues in Documentary Film
A case history approach using the documentary films of Frederick Wiseman, Claude Lanzmann, and Erroll Morris, which investigates epistemic, moral and aesthetic issues concerning the truth-value, ethical intent, and artistic significance of documentary film.

250 Philosophy of Religion
This course is an introduction to the philosophy of religion. Particular emphasis is placed on the role of religious experience, ritual, prayer, and sacred books in articulating the idea of God. Course includes a philosophical encounter with mysticism as well as the more traditional metaphysical formulations of the divine, both in the West and East. The critical concern of a variety of rational skepticisms will also be examined.

255 Philosophy and Film
This course explores the philosophical content of contemporary European, Asian, and American movies with special emphasis on metaphysical, ethical, and aesthetic ideas developed and visually presented by recognized filmmakers including Ingmar Bergman, Akira Kurosawa, Satyajit Ray, Luis Buñuel, François Truffaut, DeSica, Erich Rohmer, Fellini and Antonioni, and special emphasis on Krzysztof and Kieslowski. Prerequisite: Philosophy 110 or permission of the instructor.

260 Aesthetics: Reflections on Art and Beauty
A consideration of the nature and purpose of art and aesthetic judgment through the theories of Plato, Aristotle, Kant, Tolstoy, Freud, and members of the Frankfurt School. Artworks in different media and historical periods will be used as occasions for reflection.

265 Symbolic Logic
An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory, and completeness. (Cross-listed as Computer Science 265.)

270 American Philosophy: Principles and Pragmatism
American philosophy has a rich and diverse history. With the sometimes conflicting commitments to principles and pragmatism as a focus, the course will investigate topics such as (1) early debates over American political institutions: human rights and democracy versus aristocratic leanings to ensure good government; (2) eighteenth-century idealism (e.g., Royce) and transcendentalism (focusing on moral principle, as reflected in Emerson and Thoreau); (3) American pragmatism in its various forms (Pierce, James, and Dewey); (4) Whitehead and process philosophy; and (5) contemporary manifestations (e.g., human rights, environmental concerns, technology, and struggles with diversity).

272 Currents in Latin American Thought
Taking a historical perspective, the course will examine important themes in Latin American thought such as philosophical anthropology (race, the nature of the human being, and Latin American character), the study of values (subjectivism versus objectivism), debates about philosophy and history (universalist versus culturalist approaches, free will versus determinist outlooks.) (Meets GEC Cultural Diversity Requirement.)

275 Asian Thought: China and Japan
In-depth examination of selected thinkers or textual sources, ancient and modern, from Chinese and Japanese traditions. Examination of issues such as perception, knowledge, creativity, and freedom as well as of distinctive Asian concepts of nirvana, no-self, and Dao. (Cross-listed as Religion 223. Meets GEC Cultural Diversity Requirement.)

280 Dialogue
Examination of special topics not offered in regular courses.

290 History of Western Philosophy: Ancient Greece
The nature of reality, knowledge, goodness, and beauty traced from the pre-Socratics through Plato and Aristotle. Some attention will be given to questions of philosophical style and to the transition to the medieval period.

291 History of Western Philosophy: Seventeenth and Eighteenth Centuries
Seventeenth- and eighteenth-century European philosophers, with a primary focus on epistemology and metaphysics. Readings will include Descartes, Spinoza, Locke, Hume, and Kant. Prerequisite: Philosophy 110, 290, or consent of the instructor.

292 History of Western Philosophy: Hegel and the Nineteenth Century
Idealism, romanticism, existentialism, vitalism, and pragmatism. Intensive readings in Hegel, Kierkegaard, Nietzsche, Bergson, James, Husserl, and Freud. Prerequisite: Philosophy 110, 290 and/or 291, or consent of the instructor.

303 Gender and Character
Studies of the effects of either femininity or masculinity on moral and aesthetic choices. Several philosophers of character, morality, and psychology, e.g., Aristotle, Nietzsche, Freud, MacIntyre, and Gilligan, will be examined in conjunction with various works of fiction and film. Prerequisite: one philosophy course or permission of the instructor. (Meets GEC Cultural Diversity Requirement.)

305 Comparative Philosophy: East and West
Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: one Western philosophy course and one Asian area course, or consent of the instructor. (Meets GEC Cultural Diversity Requirement.)

307 Political Thought: Ancient to Renaissance Theory
Western political thought from the Greeks through the Middle Ages.

308 Political Thought: Renaissance to Contemporary Theory
Selected political philosophies from the sixteenth century to the present.

310 Communication Ethics
Examination of the ethical components at the heart of human communication. Discussions of practical issues, such as free speech, advertising, and privacy, will be based on theoretical investigations of both communication and ethics. Prerequisite: one course in philosophy or permission of instructor. (Cross-listed as Communications 310.)

320 Twentieth Century: Phenomenology, Existentialism, Structuralism, and Deconstruction
Twentieth-century continental philosophy, moving from the primacy of lived existence to the problematics of texts. Readings in Husserl, Sartre, Merleau-Ponty, Buber, Barthes, Derrida, Levinas, Irigaray, and Leotard. Prerequisite: two philosophy courses.

322 Religious Existentialism
An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosopher and religious thinker Søren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Their ranks include Jewish voices such as Martin Buber and Franz Rosenzweig as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings will include texts by these four influential religious existentialists. Prerequisite: any course in religion, junior standing, or consent of the instructor. (Cross-listed as Religion 322.)

325 Major Ethical Theories
Investigation of principal Western theories of ethics. Issues include the foundation of morality in reason or sentiments, the fundamental principles of morality, the relationship of morality to character, and the demands of morality on human action. Readings from philosophers such as Aristotle, Mill, Kant, Noddings, and MacIntyre. Prerequisite: two philosophy courses.

355 Analytic Philosophy
This course will provide students with a background in the analytic tradition, the philosophical outlook that has dominated Anglo-American schools for much of the twentieth century. Readings will include authors such as Frege, Moore, Russell, Ayer, Wittgenstein, Strawson, Grice, Austin, Davidson, Kripke, Ryle, Quine, and Searle. Prerequisite: Philosophy 292 is strongly recommended.

490 Senior Symposium and Research Project
Independent research plus regular discussions of that research in meetings of seniors and faculty. (Students undertaking a research project over two semesters would register for regular research project credit in the semester without the symposium.) Open to senior majors and others with permission of the department chair.

495 Senior Symposium and Thesis
Senior thesis project plus regular discussions of that research in meetings of seniors and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the symposium.) Open to senior majors.

Philosophy Courses Offered Less Frequently

410 Major Philosophers
Detailed investigation of works by a great philosopher. Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: three philosophy courses or two such courses and permission of the instructor.

420 Topics in Philosophy
Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: three philosophy courses or two such courses and permission of the instructor.

PHYSICS

Professor Emeritus Bailey Donnally
Atomic Structure. Atomic Collisions. Electronics. Photography.

Professor Emeritus Tung H. Jeong
Coherent Optics. Holography. Photonics. Laser Applications.

Associate Professor Michael M. Kash (Chairperson)
Atomic Physics. Quantum Optics. Lasers.

Assistant Professor R. Scott Schappe
Atomic Physics. Atomic Collisions.

Assistant Professor Harold S. Schnyders
Condensed Matter Physics. Magnetoresistance. Semiconductor Properties.

Lecturer Marylin Bell
Astronomy. Computational Methods.

Physics is an important, basic part of our knowledge of the natural world. The study of physics provides insight into the development of modern culture since the practical applications of physics change the way we live and the concepts of physics help shape contemporary ideas about the cosmos and our place in it.

Physics embraces the full range of physical dimensions in space and time, from the smallest subatomic particles to the universe, from the slow drift of the continents to the speed of light, from absolute zero to stellar temperatures, from low-frequency radio waves to gamma rays. Those with curiosity about natural processes will want to understand the physical laws that govern them.

Discoveries in physics touch our daily lives. Consider the impact of electric power, radio, transistors, lasers, nuclear energy, etc. A responsible citizen must strive to understand the fundamental concepts in order to help make decisions.

The department offers courses that meet a wide range of student interests, from majors who plan for a professional career in physics to artists who want to make holograms. Besides a well-stocked collection of all the standard equipment for teaching, our laboratories are unusually well equipped with lasers and electro-optical instruments, all available for undergraduate research. The staffed machine shop helps the department create and maintain this and other equipment. Students are encouraged to work with individual faculty members in research. Research projects, which may be undertaken for course credit, give many of our majors practical laboratory experience that goes well beyond what can be learned in standard courses.

All science and mathematics majors will benefit from the elementary courses, Physics 120 and 121, or their noncalculus alternatives, Physics 110 and 111. Advanced work in physics is also appropriate for many students in addition to those who will become professional physicists. Students planning to enter the science-teaching profession are advised to take courses beyond the introductory level in order to deepen their understanding of the subject and because the department has a tradition of excellence in physics instruction through the use of demonstrations. Those interested in electrical or mechanical engineering should major in physics as part of the dual-degree program in engineering described in the section titled Undergraduate Curriculum. Premedical students should consider majoring in physics. Students contemplating a career in industry or in technical sales will also benefit from a physics major. Anyone desiring to explore the natural world with emphasis on physical concepts rather than on mathematics should consider the series of offerings 103–109, which are designed especially for nonscientists.

PHYSICS MAJOR

The minimum major requirement of nine physics courses must include 120, 121, 210, 230, 250, 310, 420, and 480, plus one additional course numbered above 200. Exceptions to this rule may be made by the department chairperson in special cases, such as a late decision to major in physics.

Physics majors must also take Mathematics 110, 111 (or 115, 116) and 210, which are prerequisites to required courses.

Students intending to pursue graduate studies or other careers in physics are advised to enroll in more than the nine minimum courses required for the major. Tutorials may be undertaken in subjects not listed among the course offerings. Exposure to other sciences, especially Chemistry 110 and 111 and more advanced mathematics, especially Mathematics 214 and Computer Science 112, is strongly encouraged.

PHYSICS MINOR

The minor consists of 120, 121, 210, and 250 plus one additional course numbered above 200. Exceptions to this rule may be made by the department chairperson in special cases.

Physics minors must also take Mathematics 110, 111 (or 115, 116) and 210, which are prerequisites to required courses.

106 Light, Sound, and the World of Waves

Behavior of waves, including water, sound, and radio waves and light. Optics of lenses and mirrors. Lasers and holography. Musical instruments. Three hours of lecture per week; no laboratory.

107 Chance, Fate, and Physical Law

The development of ideas about causality, space, and time and the three revolutions that have changed these concepts: Newton's classical mechanics, Einstein's theory of relativity, and Heisenberg's principle of indeterminacy. The first two support, whereas the third undermines, the belief that every event is determined to be the way it is by a rigid network of cause and effect. Three hours of lecture per week; no laboratory.

109 Astronomy and Cosmology

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies, and the structure and origin of the universe. Three hours of lecture and two hours of laboratory per week.

110 Introductory Physics I

This course is the first half of elementary physics without calculus. Kinematics and Newton's laws of motion. Conservation principles of energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Uses algebra and trigonometry. (Credit may not be earned in both Physics 110 and 120. Cross-listed as Freshman Studies 102.)

111 Introductory Physics II

The second half of elementary physics without calculus. Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 110. (Credit may not be earned in both Physics 111 and 121.)

120 General Physics I

This course is the first half of elementary physics using basic calculus. This is the most appropriate first course for students majoring in the physical sciences. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles for energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Prerequisite or corequisite: Mathematics 110 (or 115). (Credit may not be earned in both Physics 120 and 110. Cross-listed as Freshman Studies 102.)

121 General Physics II

The second half of elementary physics using basic calculus. This is the most appropriate second course for students majoring in the physical sciences. Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 120. Prerequisite or corequisite: Mathematics 111 or 116. (Credit may not be earned in both Physics 121 and 111.)

210 Modern Physics

Theoretical and experimental investigations of atomic, nuclear, and particle physics, including the special theory of relativity and elements of quantum mechanics. Atomic spectra, X-ray spectra, compton scattering, nuclear counting techniques, half-life measurements, neutron activation, and other nuclear techniques. Three hours of lecture and one laboratory per week. Prerequisites: Physics 121 and Mathematics 111 or permission of the instructor.

230 Thermodynamics

This course studies the fundamental ideas of temperature, heat, entropy, and equilibrium; the laws of thermodynamics. Macroscopic, phenomenological basis of thermodynamics, followed by the microscopic, statistical description. Kinetic theory. Applications to

gases, solids, and chemical and biological systems. Four hours of lecture per week. Prerequisites: Physics 210. (Offered in alternate years.)

240 Electronics
Transistors, diodes, integrated circuits, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, and computing circuits. Electronic instruments and measurements. Three hours of lecture and one laboratory per week. Prerequisite: Physics 121 or permission of the instructor. (Offered in alternate years.)

250 Analytical Mechanics
Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, gravity and planetary motion, rigid bodies, vibrations, and wave motion. Four hours of lecture per week. Prerequisite: Physics 120 and Mathematics 210.

260 Modern Optics
This course studies geometric and wave optics at an intermediate level. Topics include interference, diffraction, scattering, polarization, and absorption. Matrix methods. Applications of lasers. Three hours of lecture and one laboratory per week. Prerequisite: Physics 121. (Offered in alternate years.)

310 Electricity and Magnetism I
Electrostatics and magnetostatics are the fundamental topics of this course. Specific problems involve the electric fields and potentials from constant arrangements of charge, the behavior of dielectric materials, the magnetic fields from steady currents, and the nature of magnetic materials. Four hours of lecture per week. Prerequisites: Physics 250 and Mathematics 210. (Offered in alternate years.)

311 Electricity and Magnetism II
The central theme is electrodynamics: the transport of energy and momentum by electromagnetic fields. The complete forms of Maxwell's equations are used to describe electromagnetic waves in vacuum and in linear materials, and to calculate the energy radiated from accelerating charges. An advanced treatment of special relativity may be a concluding topic. Three hours of lecture and one laboratory per week. Prerequisites: Physics 310. (Offered in alternate years.)

320 Mathematical Methods
Applied mathematics for scientists. Topics typically include series approximations to functions, matrices and eigenvectors, vector analysis, special functions, ordinary and partial differential equations, orthogonal polynomials, asymptotic techniques, boundary value problems, and numerical methods. Four hours of lecture per week. Prerequisites: Physics 121 and Mathematics 210. (Cross-listed as Mathematics 320.)

410 Advanced Analytical Mechanics
Emphasis on generalized coordinates. Newtonian, Lagrangian, Hamiltonian, and Hamilton-Jacobi formulations of mechanics. Four hours of lecture per week. Prerequisites: Physics 250 and Mathematics 210.

420 Quantum Mechanics I
This course formally develops the quantum theory. The theory is applied to simple systems for which exact solutions are known. These include single-electron atoms, harmonic oscillators, and systems with intrinsic spin. Four hours of lecture per week. Prerequisites: Physics 210 and 250 and Mathematics 210. (Offered in alternate years.)

421 Quantum Mechanics II
Some applications of the quantum theory are presented in this course. Approximation methods, such as perturbation theory and variational techniques, allow the quantum theory to be used for complex systems. Examples are multielectron atoms, atoms in external electromagnetic fields, molecules, and solids. Four hours of lecture per week. Prerequisites: Physics 420. (Offered in alternate years.)

480 Experimental Methods
Seminar on techniques that illustrate principles and methods of contemporary physics. Typical experiments are subatomic resonance (NMR and ESR), X-ray phenomena (Mosely's Law, etc.), optical pumping, determination of band gaps in semiconductors, shot noise, Johnson noise, spectroscopy of atoms and molecules, and laser spectroscopy. Students write formal reports and present seminar talks about experiments. Two seminars and one laboratory per week. Prerequisite: Physics 420. (Meets GEC Senior Studies Requirement. Offered in alternate years.)

POLITICS

Professor Paul B. Fischer (Chairperson)
Local and Regional Studies. American Politics. Politics and Race.

Professor Jonathan F. Galloway
International Relations. World Political Economy.

Professor W. Rand Smith
Comparative Politics (Europe, Latin America). Political Economy.

Professor Ghada Hashem Talhami
Third World Politics. Women's Studies.

Associate Professor Siobhan Moroney
Political Theory. American Politics.

Assistant Professor Paul S. Orogun
Comparative Politics. Africa.

Lecturer Debra Homer-Levis
American Politics and Law.

Lecturer Jed Stone
The Legal System.

The study of politics seeks to understand the phenomenon of human governance and addresses power and authority, legislatures and courts, sovereignty and status, war and peace, ideologies and the public welfare. It can be studied through the history of peasant rebellions and municipal elections and discussions of justice and equality. It intersects with culture, history, and economics. Research may be conducted by interview and on the Internet, with the techniques of statistics and simulation and with the aid of bibliographies and CD-ROM. One can experience politics by living abroad, participating in campaigns, or working as an intern.

The courses in the department are designed to permit both majors and nonmajors to study these themes and methods of politics.

Note: Politics 110 and 120 are not sequential and may be taken in any order. Either course is the normal prerequisite for further courses in the relevant area of American politics or comparative politics, but this may be waived with the permission of the instructor of an advanced course.

POLITICS MAJOR

The major in the department consists of a minimum of eight courses:

Two introductory courses 110 and 120. Under unusual circumstances an upper-level course may be substituted for an introductory course.

Six advanced courses. The advanced courses must include at least three at the 300 level or higher, and one from each of the five subfields of politics in the following fashion:

American politics (220, 221, 222, 223, or 224).

Comparative politics (210, 212, 216, 217, or 219).

International relations (240 or 340).

Political theory (353, 354, 355, 356, or 357).

Public law (360 or 365).

One Senior Studies Requirement (470, 480, 490, or 491).

In order to graduate with a degree in politics, a student must attain a minimum 2.0 GPA in the major. The department encourages study beyond the required courses, especially at the 300 level and in courses arranged as individual tutorials, independent research, internships, and senior theses.

POLITICS MINOR

The department offers a minor with these requirements:

Six courses including 110, 120, and one course at the 300 level. Students must maintain a 2.0 GPA in the minor.

110 Introduction to Politics
Basic concepts in political science; selected political systems outside of the United States; some reading in political theory; and topics in international relations. *Note:* Politics 110 is not a prerequisite for Politics 120. (Meets GEC Freshman Writing Requirement.)

120 Introduction to American Politics
Origins of the American political system, basic institutions, political parties and interest groups, and evolution of constitutional interpretation.

210 Politics of Western Europe and the European Union
Analysis of the political institutions and public policies of selected Western European nations as well as of the European Union.

212 Politics of the Third World
This course will highlight special topics relating to Third World nations, e.g., delayed industrialization; the lingering impact of colonialism; power and authority in nonindustrial countries; and recent democratization trends. (Meets GEC Cultural Diversity Requirement.)

214 The Politics of South Africa
This course examines the historical, sociocultural, economic, and political evolution of the Republic of South Africa. Students will learn about the nature, dynamics, and transformation of South Africa from the precolonial period and the era of apartheid to the emergence of black majority rule in the modern multiracial, democratic South Africa. The course analyzes the nature of the economy, race and ethnic relations, liberation theology, the armed struggle, and the democratization process. In addition, the course reviews the role and interrelationships of South Africa to its neighboring African states and the foreign policy of South Africa toward the United States and other major powers in the international system. (Meets GEC Cultural Diversity Requirement.)

215 Asian Politics
This course will discuss contemporary political systems in India, China, and Japan with due consideration of major historical influences such as imperialism and war. (Meets GEC Cultural Diversity Requirement.)

216 The Politics of the Middle East
Study will focus on issues of modernization; the nature of Middle East governments; the past and present impact of religion on the region's culture and socio-political system; the Arab-Israeli conflict and its implications for world peace; and the impact of oil on the economy and regime stability in the Persian Gulf region. (Meets GEC Cultural Diversity Requirement.)

217 African Politics
A survey of the geography, social and political history, and postindependent politics of Black Africa. (Meets GEC Cultural Diversity Requirement.)

219 The Politics of Latin America
An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. (Meets GEC Cultural Diversity Requirement.)

220 Political Parties
American parties, pressure groups, and electoral problems.

221 The Presidency
An analysis of the executive in national government. There will be special emphasis on recent elections.

222 Congress
The U.S. Congress is studied with respect to representational styles, institutional roles and organization, and electoral trends.

223 Urban and Suburban Politics
Problems of political and social organization in central cities and suburbs. Topics include local political parties, machines, mayors and city managers, and differences between big-city and suburban politics.

224 Mass Media and American Politics
An analysis of the influence of the mass media on American political institutions and American attitudes. Topics include First Amendment issues, political campaigns, political movements, public opinion, advertising, and entertainment.

240 American Foreign Policy
U.S. foreign policy at the end of and after the Cold War, with reference to fundamental principles, perennial forces, and the lessons of history.

242 Islamic Fundamentalism: Revival or Revolution?
Examines the theoretical roots of Islamic fundamentalism, demonstrating differences between this and classic Islam. The fundamentalists' definition of Islamic government and their reformulation of the concepts of community, the Jihad, gender, Islamic economics, and relations with the West will be surveyed. (Meets GEC Cultural Diversity Requirement.)

260 Law and the Political System
Interrelations between law and the political system in the United States: the Constitution, legislation, administrative regulation, judicial decision; courts in politics; federalism; vigilante law. Prerequisite: Politics 120 or sophomore standing.

290, 291 Tutorial
To be arranged individually with an appropriate faculty member.

310 State and Nation-Building
This seminar focuses on the nature, dynamics, and strategies of state and nation-building processes within the modern international state system. Students will examine the mechanisms utilized to forge and facilitate national consciousness among the fragile, developing post-colonial states of Africa and other Third World countries. Dominant theoretical paradigms and empirical case studies that focus on the salient difference among nation-states, nations in search of states, and states in search of nations will be discussed. Other subjects include the role and relevance of nationalism ideology in our modern world and the causes, mechanisms, and consequences of ethnic conflicts and separatist movements in both developing countries and advanced industrialized states.

318 Topics in Comparative Politics
Topics such as "Women in the Third World," "The Politics of Jerusalem," and "Crime and Punishment." (Meets GEC Cultural Diversity Requirement.)

321 U.S. Energy and Environmental Policy
Examination of policy processes surrounding energy and environmental regulation. Topics include production and use of energy resources (oil, gas, coal, nuclear, and renewable energy); foreign policy implications of energy supplies; environmental problems related to energy use and economic development (e.g., ozone layer depletion, carbon dioxide buildup); and American attitudes toward nature and the environment.

328 Topics in American Politics
Seminar examining selected topics on political issues, institutions, or problems such as race and criminal justice. (Meets GEC Cultural Diversity Requirement, depending upon topic.)

330 Political Biography
An examination of traditional and psychoanalytic biographies of important political figures such as Wilson, Gandhi, Hitler, and L. B. Johnson. What are the opportunities and risks of understanding politics from the perspectives of the personalities of individual leaders? What is the impact of personality on the policies of statesmen and states?

339 Comparative Nationalism
An examination of the ethnoterritorial, linguistic, and religious bases for nationhood and statehood in multicultural states, with an emphasis on contemporary crises in Africa, Asia, Latin America, and Europe. (Meets GEC Cultural Diversity Requirement.)

340 World Politics
Continuity and change in international relations; consideration of the causes of war and the conditions of peace. Examination of balance-of-power systems and collective security. Consideration of theories of international political economy. (Meets GEC Cultural Diversity Requirement.)

345 Topics in International Relations: Outer Space: Political, Legal, and Economic Developments
Examination of policies, treaties, and economic ventures involving humankind's movement into outer space. Interdisciplinary analysis of selected programs, e.g., Mission to Planet Earth. (Meets GEC Cultural Diversity Requirement.)

348 International Law and Organization
This course covers the history of international law since the Peace of Westphalia emphasizing core legal concepts such as sovereignty and nonintervention and a study of the role of the United Nations in world politics with brief surveys of the European Union, OAS, and OAU. The course will combine lectures and class discussion as well as preparations for those students who will be participating in the College's Model United Nations Program. (Cross-listed as International Relations 348.)

353 Topics in Political Theory

354 Critics of Democracy
Modern political thought is based on ideas of equality, individuality and individual liberty, private property, and an overall idea of progress. These ideas developed especially in the thinking of Locke, Smith, and Mill. But as modernism grew, so did its critics. This course will establish some basic theories of modernism through readings in the liberal tradition and then study its opposition through the writings of Burke, Rousseau, Tocqueville, Marx, Nietzsche, Freud, Marcuse, and Arendt as well as contemporary anti- and postmodernists.

355 Family Structure and Political Theory
An examination of traditional political theory looking to questions of sexuality, child-rearing, marriage, and family construction and how these crucial issues affect political organization.(Meets GEC Cultural Diversity Requirement depending on topic.)

356 Educating Kings and Citizens
Societies and their philosophers have been devoting attention to what and how and by whom children and young adults should be taught since Plato wrote the "Republic" over 2,000 years ago. Today's debates over feminism, traditionalism, ethnocentrism, religion, etc., in education merely echo what has come before. Past thinkers asked two essential questions: which members of society should be educated and what do they need to know? Readings include those by Plato, Aristotle, Machiavelli, Locke, Rousseau, Dubois, Washington, Dewey, and others. Offered every other year.

357 Justice and the Law
Political societies must make all manner of judgments about what is just. We must distribute goods, determine crimes, give punishments, and create legislative districts, all with an eye to some idea of justice. Is justice fairness? Proportional? Equitable? Different political and legal theorists have approached these questions differently. Using both traditional political theory texts as well as contemporary legal theory, we will explore questions of justice and the law and whether justice can be found within the law or is external to it. Readings include those by Plato, Aquinas, Hobbes, Locke, Thoreau, Mill, King, Rawls, Gunier, and contemporary legal theorists. Offered every other year.

360 American Constitutional Law
A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

365 Civil Liberties
Problems in civil liberties and civil rights, relating law to political culture. U.S. Supreme Court cases, materials from other countries, and selected theoretical works. Focus is on the Bill of Rights and the 14th Amendment.

390, 391 Independent Research
To be arranged individually with an appropriate faculty member.

395, 396 Internship in Politics
Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. (Two course credits.)

470 Senior Research Project

480 Senior Seminar

490, 491 Senior Thesis
To be arranged individually with a faculty supervisor.

Politics Courses Offered Less Frequently

241 America at War
America's involvement in Korean, Vietnam, and Persian Gulf wars. Topics include war as an instrument of foreign policy, military goals and strategy, the combat soldier's perspective, public opinion, protest movements, constitutional issues (especially presidential vs. congressional powers), and war's impact on society and politics.

322 Urban Public Policy: The Politics of Educational Reform
This course examines some of the most controversial educational reforms in public education of the postwar period. These include school desegregation and busing, school decentralization and community control, vouchers, small schools, and the charter school movement. Emphasis will be on the political debates and conflicts that have accompanied these developments.

PSYCHOLOGY

Professor Robert B. Glassman (Chairperson)
Brain Science (Neuroscience). Learning and Memory. Evolutionary Theory. General Psychology. Philosophy of Science. Science, Secularism, and Religion.

Professor David L. Krantz
History and Systems of Psychology. Theories of Sanity and Insanity. Social Psychology of Science. Cross-Cultural Psychology.

Associate Professor Nancy Brekke
Social Psychology. Psychology and Law. Research Methods and Statistics. Social Cognition. Prejudice.

Associate Professor Phylis M. Frankel
Counseling and Clinical Psychology. Psychopathology. Educational Psychology. Diagnostic Assessment. Child Development.

Associate Professor R. Sergio Guglielmi
Medical and Health Psychology. Clinical Psychology. Cognitive-Behavioral Therapy. Psychophysiology. Personality.

Associate Professor Naomi Wentworth
Developmental Psychology. Aging. Motivation. Brain Function in Attention. Mathematical Psychology.

Lecturer Kathryn Dohrmann
Developmental Psychology. Human Sexuality. Public Health. Psychology of Women. Environmental Psychology.

Why do we think, act, and feel as we do? What is consciousness? How is our behavior influenced by others around us and how is it rooted in the brain? Such questions are the focus of the courses and research opportunities offered by the Department of Psychology.

Psychology is both a natural science and a social science. Psychologists seek to understand mind, brain, body, and behavior and emphasize the role of empirical evidence—of direct observation, carefully and systematically carried out—as a way to gather psychological knowledge. We try to distinguish the truths from among the many popular beliefs about psychology and to correct some of those beliefs. Members of the Lake Forest College Department of Psychology have three broad goals for our students' education: First, we teach the fundamentals—the findings, the principles, and the theories. Second, we help students learn to approach psychological questions from a scientific perspective. Third, we encourage students to apply their knowledge to scientific, personal, social, and career issues in an effort to enhance their effectiveness and to promote acceptance of human diversity.

We enjoy group discussions and individual discussions, and seek to learn from students at the same time we teach.

The Department of Psychology offers courses, laboratory experiences, internships, and independent research opportunities in a variety of subdisciplines within psychology. The curriculum promotes broad understanding with depth. Psychology majors are taught to read and critically evaluate psychological literature, to carry out research, and to write well about what they are learning. The department actively supports a chapter of Psi Chi, the national honor society in psychology.

PSYCHOLOGY MAJOR

The psychology major requires nine courses as follows:

Psychology 110. A basic course that introduces the student to the major subdisciplines of psychology. Any student intending to declare a major in psychology must earn a grade of at least C- in this course. See below for additional GPA requirements.

Psychology 221-222 (Research Methods and Statistics I and II). A basic course covering major research methods and statistics used in psychological research. Any student intending to declare a major in psychology must earn a grade of at least C- in each semester of this course.

Two of the following four courses: Psychology 310, 320, 360, 370. These courses cover fundamental behavioral processes (perception, learning, cognition, and brain function). Biology 344 is also accepted with permission of the department chairperson.

Two of the following four courses: Psychology 255, 350, 375, 330. These courses are a foundation for understanding the social nature of human beings.

One 400-level course. Students must complete at least one senior-level integrative course (senior seminar) or senior thesis.

One elective: Any course offered by the psychology department will satisfy this elective requirement.

Senior Majors' Exam

In the senior year, each major is required to take a comprehensive major exam. Its purpose is to provide an additional source of feedback to the Department of Psychology and to the individual student about the educational experience in psychology. Graduation with a major in psychology requires taking the exam at the scheduled time. Individual and group scores are reviewed annually by psychology department faculty for use in program evaluation. Each graduating senior receives an individual score report for self-evaluation.

PSYCHOLOGY MINOR

The psychology minor requires six courses as follows:

Psychology 110. A basic course that introduces the student to the major subdisciplines of psychology. Any student intending to declare a minor in Psychology must earn a grade of at least C- in this course. See below for additional GPA requirements.

Psychology 221-222 (Research Methods and Statistics I and II). A basic course covering major research methods and statistics used in psychological research. Any student intending to declare a minor in Psychology must earn a grade of at least C- in each semester of this course.

One of the following four courses: Psychology 310, 320, 360, and 370. These courses cover fundamental behavioral processes (perception, learning, cognition, and brain function).

One of the following four courses: Psychology 255, 350, 375, and 330. These courses are a foundation for understanding the social nature of human beings.

One elective: Any course offered by the psychology department will satisfy this elective requirement.

Grade Point Average

To graduate with a major or minor in psychology, students are required to have a minimum C average (2.0) in all courses selected to fulfill the requirements outlined above. No less than a C- will be accepted for the major or minor in any of these courses.

Curriculum Planning

In addition to these requirements, the department asks you to consider the following:

Science and Mathematics. Success in psychology is enhanced by substantial exposure to scientific and quantitative material. Therefore, psychology majors (especially those considering graduate work) are encouraged to take courses in other sciences and mathematics.

Independent Research. While the classroom, laboratory, and library are our centers of learning, many students find that their engagement in psychology is best expressed in independent work, in research projects here on campus. Each such independent project is supervised by a faculty member in one of the faculty member's areas of special interest, or sometimes in a new topic area devised in collaboration with the student. Course credit may be granted under the heading of a research project or senior thesis. These on-campus research experiences make excellent use of what this small college has to offer. Important in their own right, they also provide valuable preparation for graduate school or other significant employment after graduation. Sometimes such projects result in student-faculty coauthored publications.

Internships. An additional set of valuable opportunities consists of internships off campus in social service agencies, hospitals, and other settings. These experiences allow counseling, teaching, and other skills to be cultivated in preparation for later professional training. In addition, students who plan on seeking employment immediately after graduation, in a corporate, human service, or other organizational setting, will benefit from these practical experiences. The experiences are put in perspective in weekly seminar discussions on campus with a group of other students who are carrying out internships. All such internships in psychology are done within the framework of the practicum course, Psychology 380. An additional, guided set of off-campus experiences is the basis of the course Psychological Research in Community Settings (Psychology 321).

Career Preparation. A major in psychology can be considered part of career preparation for many different kinds of jobs. Psychology plays a prominent role in business and corporate work, service and governmental organizations, communications, and many health professions, including medicine. In addition to providing opportunities to learn a broad range of principles and facts about human thought, motivation, and behavior, department members pay special attention to individual students' progress in the general workplace skills of good writing, critical analysis of research methods and findings, and statistical methods. In addition, two courses in the department—Psychology 325 and Psychology 345—are particularly oriented toward helping students prepare for careers in business or other organizations. Psychology 430 is of particular value in pre-law curricula, while premedical candidates will benefit by taking Psychology 370 and Psychology 450.

110 Introduction to Psychology

A review of contemporary psychology, including consideration of scientific methods, biological bases of behavior, learning, thinking, perception, motivation, emotion, states of consciousness, development, personality, psychological disorders, stress and health, and social interaction and diversity. Three lectures and one laboratory per week. (Cross-listed as Freshman Studies 129. Meets GEC Freshman Writing Requirement.)

195 Cross-Cultural Psychology

The subtle transaction between culture and behavior will be explored cross-culturally through the following topics: psychotherapy, a person's sense of self-control versus situational control of one's own behavior, need for achievement, stages in moral development, and management styles in work environments. Comparisons will emphasize data from the United States and Japan. (Meets GEC Cultural Diversity Requirement.)

205 Stereotypes, Prejudice, and Discrimination

An examination of psychological approaches to the problems of prejudice and discrimination. Topics covered include the prevalence of prejudice in American society, theoretical perspectives on the causes of prejudice, the psychological processes underlying different forms of prejudice (e.g., racism, sexism, ageism, homophobia, and ethnocentrism), and methods of combatting prejudice and encouraging acceptance of diversity. Such topics will be explored through examination of classic and contemporary research. (Meets GEC Cultural Diversity Requirement.)

210 Developmental Psychology: Childhood and Adolescence

An examination of the principles of development with an emphasis on interpretation of empirical studies and theories. A goal is to gain knowledge of scientific methods used in the study of emotional, cognitive, social, and physical development. Prerequisite: Psychology 110.

211 Adulthood and Aging

Examination of developmental processes associated with adulthood, maturity, and aging. Examination of evidence for continued development throughout the life span. Evidence from a variety of sources, including scientific research and cultural lore, is used in examining the person in terms of physical, psychological, social, and cultural influences on development. Prerequisite: Psychology 110.

215 Environmental Psychology

Environmental psychology is the discipline concerned with interactions and relationships between people and their environments (including built, natural, and social environments). In this course we will apply psychological methods and theories to a variety of issues and behaviors, considering such topics as landscape preference, wayfinding, weather, noise, natural disasters, territoriality, crowding, and the design of residential and work environments. We will explore images of concepts such as nature, wilderness, home, and place and the impact of these images on behavior. The course will be grounded in empirical work, and will also incorporate observations and experiences of the local environment.

221-222 Research Methods and Statistics I and II

An introduction to the basic research methods and statistical techniques used in psychology. In the first semester, the primary focus will be on descriptive and relational methods (e.g., naturalistic observation, surveys, correlational designs) and descriptive statistics. In the second semester the primary focus will be on controlled experiments and inferential statistics. The course sequence includes a required labo-

ratory component in which students will gain hands-on experience using statistical software to analyze psychological data. Prerequisite: Psychology 110 with a grade of at least C-.

255 Social Psychology

Survey of the major topics of inquiry in social psychology: attitudes, social cognition, attribution, social norms and roles, conformity, social influence, persuasion, group dynamics, aggression, altruism, interpersonal attraction, stereotyping and prejudice, and conflict and peacemaking. Emphasis on applying social psychological principles to real-world phenomena as well as understanding basic research. Prerequisite: Psychology 110.

310 Sensation and Perception

As you go through your day, you are constantly sensing and perceiving: You feel the warmth of the hot shower on your skin, you smell the aroma of the coffee in your cup, you taste the disagreeable tartness of your orange juice after brushing your teeth, you see the bright colors of the spring day on your way to class, you hear the words of your instructor and you organize them into coherent ideas. This course explores the anatomy and physiology of the sensory systems and the way in which the raw sensory signals become organized into meaningful perceptions. Prerequisite: Psychology 222 with a grade of at least C-.

318 Psychology Applied to Education

Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. Open to underclassmen, but preference is given to juniors and seniors. Prerequisite: Psychology 210 with a grade of at least C- or permission of the instructor.

320 Learning and Memory

This course broadly surveys the fundamentals of learning and memory while emphasizing selected issues. Topics include Pavlovian and instrumental conditioning (including generalization, discrimination, and the nature of reward), the different kinds of human memory, and the fascinating puzzle of why the capacity of short-term memory is limited to only about seven items. We consider evolutionary theory and the origins of the diverse innate foundations of human learning and memory. As part of this, human behaviors are compared with behaviors of other animals in regard to complexity, adaptiveness, innate responsiveness to patterns, sensitive periods in development, "ritualized" expression of emotions, and other inborn aspects of behavior. Brief laboratories in animal and human behavior are included. Prerequisite: Psychology 222 with a grade of at least C-.

321 Psychological Research in Community Settings

Psychological research takes place in a wide variety of community settings including local schools, museums, and social service agencies. In this course, you will put your knowledge of research methods and statistics into practice by working on a research project in a community setting. Students can join one of several projects that are already underway, or they can initiate a new project in consultation with the instructor. Prerequisite: Psychology 222 with a grade of at least C- and permission of the instructor.

325 Persuasion and Truth in Sales and Communications

This course, designed largely for juniors and seniors who are looking forward to careers, emphasizes interrelations between academic and practical realms. What do basic principles of psychology suggest in regard to marketing, personal salesmanship, and stock market prices? In what ways is our knowledge of human psychology deepened by studying our consumer society? Readings include current journal articles, discussions, independent projects, papers, examinations, and a strong emphasis on informed oral participation by students. Alumni mentors in sales professions visit at regular intervals, giving descriptions of their industries and careers. Prerequisite: sophomore standing and Psychology 221 with a grade of at least C-, or comparable preparation, from courses in other departments, in understanding and summarizing scientific journal articles.

340 Psychology of Women and Men

In this course we explore the behaviors and experiences of women and men. We will consider how gender is represented in psychological theory and research, as well as in popular psychology. We will analyze gender as a verb: how being female or male is translated into living as woman or man. Topics will include images of women and men across culture and time, health and sexuality, work and family issues. Prerequisites: Psychology 110 and sophomore standing. (Meets GEC Cultural Diversity Requirement.)

345 Organizational and Industrial Psychology

The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations. Prerequisite: Psychology 221 with a grade of at least C-.

350 Abnormal Psychology

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisites: Psychology 210 and 221, both with a grade of at least C-, or permission of the instructor.

360 Cognitive Psychology

How can we investigate the most baffling of "machines," the human mind? During the 1950s and 1960s, experimental psychologists, inspired by the burgeoning "computer revolution," realized that unobservable processes of the human mind could be investigated scientifically. They began to study mental processes more intensively using new laboratory techniques and new theories. The topics covered in cognitive psychology include attention, knowledge representation, memory, problem solving, reasoning and decision making, language processes, and work in cross-cultural cognition. Students taking this course will gain understanding of how research hypotheses are generated from theories while designing experiments to test those hypotheses, interpreting the results, and reporting the results according to scientific standards. Prerequisite: Psychology 222 with a grade of at least C-.

370 Neuroscience and Behavior

How do the brain's neurons, synapses, and electrical and chemical activities participate in psychological processes? What are the neural foundations of human perception, motivation and emotion, learning, memory, movement, and consciousness? Discussion of the modes of action of antidepressants, other psychotherapeutic drugs, and drugs of abuse. In what ways are functions localized in the brain, and how is it possible for recovery from brain damage to take place? Laboratory sessions include experiments in brain foundations of sensation, movement, emotion, and learning in animals, demonstration of human brain waves, and comparison of brains with computers. Prerequisite: a college course in mathematics or natural science approved by the instructor (such as the core introductory courses in biology or chemistry), or Psychology 221 with a grade of at least C-.

375 Personality

This course offers a general introduction to the study of personality. It surveys the major theoretical perspectives and research issues in the field of personality psychology. In particular, the contributions made by psychodynamic, humanistic, trait, and cognitive-behavioral theories to the study of personality development, personality assessment, and personality change will be reviewed. Students will be encouraged to examine critically the diversity of those theoretical formulations, their basic assumptions, and the research evidence available to support them. Prerequisite: Psychology 221 with a grade of at least C-.

380 Practicum: Internships in Psychology

Supervised practice in applying psychological principles in research or service settings outside the College: mental health facilities, schools for children with developmental delays, and other areas. Students should make every effort to initiate plans, in collaboration with the instructor, during the semester preceding the internship. All internships in psychology are done within this course. Open to junior and senior psychology majors with permission of the instructor. (Because the practicum experience varies, students may be permitted to repeat.)

Senior Seminars

The following courses make up the department's senior seminars, needed to meet both a major requirement and the GEC Senior Studies Requirement. Each year, two or more of these 400-level courses are offered on a rotating basis.

410 History and Systems of Psychology

An examination of major theoretical trends throughout the history of psychology, with particular emphasis on such paradigmatic questions as reductionism, nativism vs. empiricism, and experience and behavior. The question of how to situate classic texts will be explored by reading a significant work in the history of psy-

chology. Prerequisite: Psychology 222 with a grade of at least C- or senior standing in another major or permission of the instructor.

430 Psychology and Law
Does pornography cause crimes against women? Can polygraphs be used to detect deception? Are eyewitnesses to crimes reliable? Can hypnosis enhance the accuracy of witnesses? What is the insanity defense? Could you be committed to a mental institution against your will? Does the death penalty deter crime? Can psychologists "rig" juries? How do juries make decisions? Are the courts biased against minority defendants? We will examine questions such as these in Psychology and Law. We will survey the field and consider: (a) how psychology can help the law and (b) how studying the law can help psychology. Prerequisite: Psychology 222 with a grade of at least C- or suitably advanced standing in another area. Preference in registration to graduating seniors majoring in psychology.

450 Health Psychology
Health psychology is a growing field that focuses on the relationship between psychosocial factors and physical health/illness. Some topics explored are the role of behavior in health and disease, the neurobiology of stress and emotion, major stress-related disorders (e.g., coronary heart disease, cancer, headaches), prevention strategies, and psychologically based treatment approaches. These issues are often treated in the media and popular literature, but this course will focus on the issues from a scientific perspective. Prerequisite: Psychology 222 with a grade of at least C- or suitably advanced standing in another area. Preference in registration to graduating seniors majoring in psychology.

460 Psychology of Language
Psycholinguistics is a relatively new and exciting subdiscipline of cognitive psychology and cognitive science. Every major theoretical approach to human behavior has attempted to explain how humans learn and use language. Information-processing theories and computer models of the mind have had an impact on ancient questions concerning verbal behavior. Topics covered include philosophy of language, history of psycholinguistics, the influence of context, common ground and world knowledge in language understanding, lexical processing and lexical ambiguity, syntactic processing, inferences in discourse processing, speech acts, pragmatics, figurative language, conceptual metaphors, and poetic metaphors. Readings include original journal articles and manuscripts in preparation that illustrate the "cutting edge" controversies in contemporary psycholinguistics. Prerequisite: Psychology 222 with a grade of at least C- or permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

Psychology Courses Offered Less Frequently

330 Motivation and Emotion
The broad range of motivations and emotions is studied including the relative contributions of learning, genetics, and critical periods in development. How and why did motivations and emotions evolve, and what are their bases in brain systems, hormones, and other aspects of physiology? Which of our motivations involve accurate regulations to a "set point" (such as body temperature and weight) and which do not? How does the great subtlety of human emotional expression develop? Includes consideration of competency, security, creativity, frustration, aggression, love, sexuality, and values. Prerequisite: Psychology 221 with a grade of at least C-.

440 Clinical Psychology
This course is designed to help prepare students for graduate school in clinical psychology or for employment in clinical settings by providing instruction and practicum apprentice experience in the diagnosis and remediation of individual, child, marriage, family, and community problems. Prerequisites: Psychology 222 with a grade of at least C- and Psychology 330, 350, or 375. Preference in registration to graduating seniors majoring in psychology.

480 General Senior Seminar
Contemporary issues in a broad range of topics will be examined via discussion between the psychology faculty and invited students. Among the areas discussed will be personality, learning, social psychology, and developmental psychology. Prerequisite: senior standing; by invitation.

RELIGION

Associate Professor Ronald H. Miller (Chairperson)
Comparative Religion. Biblical Theology. Jewish-Christian Dialogue.

Lecturer Catherine Benton
History of Religions. Asian Religion. Cross-Cultural Studies.

Lecturer Herbert Bronstein
Comparative Religion. Judaic Studies.

The Department of Religion serves to introduce students to the great spiritual traditions of the world: Judaism, Christianity, Islam, Hinduism, Buddhism, and Daoism. There are also courses on the ancient religions of Greece and Rome and on the religions of indigenous peoples. Some of the courses also explore the connections between religion and other disciplines: art, anthropology, environmental studies, history, literature, music, and philosophy.

Through the academic study of the world's great spiritual traditions students discuss religious issues in an atmosphere of free and serious inquiry, with a concern for the application of scholarly methods. The very nature of religious inquiry is such that deep human issues are dealt with on a regular basis: the nature of ultimate reality, free will, the meaning of myths, the nature of mysticism, the function of prayer and religious ritual, and the exploration of diverse paths of spiritual growth.

RELIGION MINOR

(No major is currently available.)
Students interested in the subject of religion are encouraged to consider the minor in religion, which consists of six courses, two of which must be Religion 217 and 218, and one of which must be a 300-level course. In addition to the regularly offered courses listed below, tutorials are offered in biblical Hebrew, Greek, Latin, and other areas of student interest.

115 Religious Approaches to Existence
This course focuses on the nature of religion and religious experience, the ways of knowing that characterize religion, and how various traditions define a religious life. Readings include specific examples of historical traditions—Thomas Merton's *Seven Storey Mountain*, Black Elk's teachings in Raymond DeMallie's *The Sixth Grandfather*, Chan Khong's *Learning True Love*, and Malidoma Patrice Some's *Of Water and the Spirit*. (Cross-listed as Freshman Studies 160. Meets GEC Freshman Writing and Cultural Diversity Requirements.)

200 Religious Values in Cultural Perspective
This course focuses on several fundamental religious questions such as the nature of evil, the meaning of suffering, concepts of the transcendent, and how various traditions define a religious life. Readings include religious autobiographical writings from Judaism, Hinduism, a Native American community, Buddhism, and a shamanic tradition. (Meets GEC Cultural Diversity Requirement.)

201 Introduction to the Bible
An overview of the Hebrew Bible and the Christian Testament, examined within the historical and cultural settings from which the biblical scriptures emerged. The major genres of biblical writing will be studied: poems, prophetic oracles, wisdom sayings, legends, historical narratives, apocalypses, gospels, and letters. Readings will include passages most important for later art, literature, and theology.

202 The Hebrew Bible
This course entails close examination of the three divisions of the Hebrew Bible: the Torah, the Prophets, and the Writings. Attention will be given to the historical significance of the texts, their cultural background, and their theological implications. This course is partially funded by a gift from the Jewish Chautauqua Society.

203 The Christian Testament
Students will explore the four genres of writing found in the 27 books of the Christian Testament: gospel, letter, apocalypse, and historical narrative. Attention will be given to the historical background of the period; the religious, political, and cultural currents of the first-century world; and both the theological and spiritual significance of the text.

206 Western Christianity
Discussion will center on primary theological sources representative of the early Latin fathers, the Middle Ages, and the Reformation as well as the modern and postmodern periods. Authors studied will range from Augustine to Thomas Merton.

207 Religion in Contemporary America
A study of current developments in American religion with focused discussion on the new religious right, the liberation left, alternative religions, trends within Judaism, Catholicism after Vatican II, and New Age spirituality. (Meets GEC Cultural Diversity Requirement.)

210 Topics in Comparative Religion
This course will explore a topic common to both Asian religions and the religions of the Middle East. Examples of such topics are mysticism, prayer, social ethic, the concept of the self, and teaching on death and the afterlife. This course is partially funded by a gift from the Herbert and Abra Portes Fund. (Meets GEC Cultural Diversity Requirement.)

215 Judaism: The Inner Design
The course will structurally investigate concepts, myths, and metaphors of ancient and modern Judaism, its coherent design, and by way of comparison with other religions such issues as "this worldly"/"other worldly," motive and deed, mythical self-transcendence, and the contributions of Judaisim to human spirituality. This course is partially funded by a gift from the Jewish Chatauqua Society.

216 Judaic Tradition: Master Texts
An overview of the Jewish tradition from the period of the Hebrew Bible to the present day, through examination of great Jewish religious texts with concern for the changing historical contexts from which they have emerged. This course is partially funded by a gift from the Jewish Chatauqua Society.

217 Religions of Asia
An introduction to the religious traditions of Hinduism, Buddhism, and Daoism. Focusing on their historical development as well as their belief structures, we will read ancient, classical, and modern texts, discussing the responses of the traditions to such issues as the nature of the universe and the place and purpose of human beings within the universe. (Meets GEC Cultural Diversity Requirement. This course is required for a religion minor.)

218 Religions of the Middle East
An introduction to Judaism, Orthodox Christianity, and Islam. Students examine the interconnected histories, scriptures, and beliefs of these influential religious traditions of the Middle East. Students read primary scriptural texts as well as later theological and mystical works. (Meets GEC Freshman Writing and Cultural Diversity Requirements. This course is required for a religion minor.)

222 Asian Thought: Hindu and Islamic Traditions
Exploring Hindu and Islamic worldviews we read literature from Asia and the Middle East. Primary source texts cover a range of history from ancient to modern and address topics ranging from philosophical speculation about the fundamental nature of the universe in the *Upanishads* to the existential absurdities of the *1001 Arabian Nights*. Discussion and writing are emphasized.

223 Asian Thought: China and Japan
In-depth examination of selected thinkers or textual sources, ancient and modern, from Chinese and Japanese traditions. Examination of issues such as perception, knowledge, creativity, and freedom as well as of distinctive Asian concepts of nirvana, no-self, and Dao. (Cross-listed as Philosophy 275. Meets GEC Cultural Diversity Requirement.)

240 Religious Perspectives on Environmental Issues
The current environmental crises rest on a layer of philosophical and religious assumptions that are currently being challenged. Are human beings the center of the universe? Is humankind's mandate to dominate nature? Does nature belong to human beings or do human beings belong to nature? This course will address the relationship among the divine and the human sphere of nature from various religious perspectives. Contemporary Judaic, Christian, and Islamic ecological visions and action programs will be considered. In addition, the course will include religious views and practices of certain native cultures of North and South America, the Australian aborigines, and African tribes as well as ecological perspectives derived from South and East Asian religious cultures. (Cross-listed as Environmental Studies 240. Meets GEC Cultural Diversity Requirement.)

242 Religions of Indigenous Peoples
Our increased awareness of global community has given rise to a new interest in the religions of indigenous peoples. This course will explore the religious heritage of Native Americans, Africans, and Australian aborigines and other indigenous peoples. (Meets GEC Cultural Diversity Requirement.)

250 Introduction to Islam
This course examines the history of Islam, the teachings of different philosophical schools, and the literature of Islamic societies. The roots of the religious tradition as well as its development in different cultural contexts will be examined. Students will read texts drawn from Middle Eastern, Asian, European, and North American Muslim sources. (Meets GEC Cultural Diversity Requirement.)

275 Female Religious Images in the West
Individual religious traditions have incorporated female images and ideals in different ways as goddesses, priestesses, and saints. The objective of this course is to examine ways in which the divine has been expressed in specifically female forms, as well as to examine the characteristics of female religious experience. Specific figures include Inanna, the central goddess figure of ancient Sumer; Eve and Sarah from the Hebrew Bible; Mary and female monastics from the Christian tradition; and contemporary Jewish, Christian, and Muslim women actively participating in their traditions.

276 Female Religious Images in Asia
Goddess figures in India, China, and Japan are studied in this class along with the roles of human women in particular Asian religious traditions. This class explores the experiences of Buddhist nuns, Hindu and Muslim female saints, traditional healers, and shamans. Readings are drawn from religious texts, myths, and short stories from specific Asian cultures. (Meets GEC Cultural Diversity Requirement.)

278 Introduction to Buddhism
An introduction to the origins of Buddhism in India as well as to the major cultural and historical influences on the spread of Buddhism throughout Asia, particularly in India, Sri Lanka, Burma, Thailand, Tibet, China, and Japan. The course will examine various forms of Buddhist practice including devotion, ethics, sangha membership, meditation, rituals, and festivals. (Meets GEC Cultural Diversity Requirement.)

279 Hinduism and Narrative
Stories are one of the oldest and most effective means of communicating religious values while being one of the least threatening ways of questions religious ideals. This course examines the teachings of worldview and ethic embedded in the story literature, as well as the ways that narrative functions as shaper of attitude and behavior within the Indian religious tradition. Texts range from philosophical speculation about the nature of the universe to the story of a king who loses his wife to a 10-headed demon. No previous knowledge of Hinduism is necessary.

306 Greek and Roman Religion
Seminar on issues in the social and intellectual forms of Greek and Roman religion, from the Homeric Age to the early Christian era: primitive beliefs, warrior religion, women's cults and women's roles, mystery religions and magic, ruler worship, pagan philosophies, and the early Christian pagan background. Prerequisite: one course in ancient history, philosophy of literature, or consent of the instructor. (Cross-listed as History 304. Meets GEC Cultural Diversity Requirement.)

312 In Search of the Historical Jesus
Close examination of various portraits of Jesus: in the four gospels of the Christian Testament, in early noncanonical gospels, in recent appraisals of Jesus in scholarly works, in literature, and in film. Primary focus on the perennial attempt to reconstruct the historical Jesus. Prerequisite: Religion 201, 202, or 203 or consent of the instructor.

321 Jewish-Christian Conversations
Beginning with relevant passages in the Christian Testament literature, the class discussion will move to patristic literature and then to discussion in the medieval and modern periods of European history. Our primary focus will be on the forms of dialogue emerging in Europe and North America after World War I and continuing into our contemporary world. Prerequisite: any course in religion, junior standing, or consent of the instructor.

322 Religious Existentialism
An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosopher and religious thinker Søren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Included are Jewish voices such as Martin Buber and Franz Rosenzweig as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings include texts by these religious existentialists. Prerequisite: any course in religion, junior standing, or consent of the instructor. (Cross-listed as Philosophy 322.)

SOCIOLOGY AND ANTHROPOLOGY

Associate Professor Ahmad Sadri
Social Theory. Political Sociology. Sociology of Religion. Sociology of Film. Sociology of Intellectuals.

Assistant Professor David Boden
Cultural Sociology. Law. Sexuality. Subcultures.

Assistant Professor Heather Levi
Latin American Popular Culture. Andes Cultures and Histories. Ethnography.

Assistant Professor Marc Moskowitz
Cultural Anthropology. Chinese and Japanese Religion. Sexuality and Society.

Although sociology and anthropology arose from two traditions, they are engaged in a common endeavor. Studies in the department are directed toward the discovery of general principles that help to explain similarities and contrasts in human social behavior. To this end, work in the department centers on the comparative analysis of human societies. We emphasize study of both modern and premodern societies, including issues of contemporary social policy.

Introduction to Sociology and Anthropology (Sociology and Anthropology 110) serves as the prerequisite for most higher-level courses. Courses at the 100 level are designed for first- and second-year students. Juniors and seniors are admitted without prerequisite to 200-level courses with consent of the instructor. Sociology and Anthropology 210 is designed for sophomore students and junior and senior majors.

All courses in sociology and anthropology incorporate cross-cultural comparisons, but courses in which an anthropological perspective predominates end with the number 1 or 2.

SOCIOLOGY AND ANTHROPOLOGY MAJOR

Majors complete a minimum of nine courses in the department. A grade of C or better must be earned in all courses counted toward the major. The specific requirements are:

Sociology and Anthropology 110, 210, 310, 320, and either 480 (Senior Seminar) or a senior thesis. Students not writing a senior thesis must exercise their "sociological imaginations" beyond the classroom by electing at least one of the following: an independent study or creative project, an off-campus internship, or an off-campus program such as Urban Studies or a Lake Forest College, ACM, or other approved program.

At least two electives must be taken from the courses with an anthropological emphasis, all of which end with the number 1 or 2.

Majors planning graduate studies in sociology, anthropology, social service, or social policy are urged to take courses in foreign languages, mathematics, computer science, and statistics. The department takes special interest in encouraging senior thesis work leading to the degree with honors in the major.

SOCIOLOGY AND ANTHROPOLOGY MINOR

Six courses required, to include the following: Sociology and Anthropology 110; 210; two courses with an anthropological emphasis; and two additional electives, at least one of which must be at the 300 or 400 level.

110 Introduction to Sociology and Anthropology
An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. Limited to first- and second-year students.

116 Self and Social Interaction
This seminar focuses on social interaction by gauging the nature of action when in the presence of others. The students will gain a critical distance from their social surroundings by framing and studying what they often take for granted. Students will design and conduct their own experiments.

201 Introduction to Japanese Thought and Society
This course will serve as an introduction to Japanese thought and society. This will include an historical overview, modern-day culture, and an examination of Japan's interactions with neighboring countries, both in the past and today. The course will provide a wide range of topics including economy, family, religious practice, and cultural changes that have occurred in the process of modernization. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

Greece and Turkey Civilization Program
202, 203, and 204 are part of the Lake Forest College Program in Greece and Turkey and are offered on site. Prerequisite for freshmen and sophomores: Sociology and Anthropology 110; open to juniors and seniors without prerequisite. (Cross-listed as GKCV 202, 203, and 204.)

202 Greece in the Bronze Age
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as GKCV 202 and Art 202. Meets GEC Cultural Diversity Requirement.)

203 Greece in the Classical-Roman Ages
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as GKCV 203 and Art 203. Meets GEC Cultural Diversity Requirement.)

204 Greece in the Byzantine-Medieval Ages
See Program in Greece and Turkey under Undergraduate Curriculum for course description. Offered only in Greece and Turkey. (Cross-listed as GKCV 204 and Art 204.Meets GEC Cultural Diversity Requirement.)

210 Principles of Social Organization
Are human beings free—or prisoners of society? This course examines how people organize social life to meet their daily needs. It focuses on aspects of social organization that permit human groups to adapt to various social and environmental conditions. Theories and cross-cultural examples of various forms of social organization are explained. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

211 Ethnography: Cultures and Texts
This course explores ethnography as the textual representation of cultures and cultural communities and the use of ethnography in cultural anthropology as the privileged mode of communication, investigation, knowing, and representing cultural realities. Ethnographies studied include those produced in different national traditions, those created in different historical moments, and those describing distinct "cultures" across the globe and human history. Ethnography is understood to occur in a variety of media, including visual and performative texts. Prerequisite: Sociology and Anthropology 110 or any anthropology course. (Meets GEC Cultural Diversity Requirement.)

212 Introduction to Chinese Culture and Society
This course, designed for students with little knowledge of China, explores the recent past and evolving present of Chinese social roles, values, and quality of life. (Meets GEC Cultural Diversity Requirement.)

231 Histories and Cultures of Latin America
This course introduces students to modern historical, ethnohistorical, and anthropological approaches to the indigenous populations of Latin America. The course will focus on the conflict and crisis that have characterized the relationship between the native inhabitants of the New World and the Old World immigrants and their descendants whose presence has forever changed the Americas. This conflict, and the cultures that emerged from it, will be traced both historically (starting with the "conquest") and regionally, focusing on four distinct areas: central Mexico; Guatemala and Chiapas; the Andes; and the Amazon. Prerequisite: Sociology and Anthropology 110 or any anthropology course. (Meets GEC Cultural Diversity Requirement.)

240 Deviance
How society defines deviants—its outcasts and outsiders—and how the people so defined respond to this categorization; the nature of normal and abnormal, legal and illegal. Do these categories have absolute moral meaning, or do they always depend on the particular society and era in which they are defined? Topics to be addressed include stigma and stereotyping, cross-cultural variations in gender roles, the status of the inmate, deviance as blocked opportunity, and the political mobilization of outsiders. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

242 Maya Cultures and Histories
Survey of the Maya peoples and cultures of North and Central America. The main goal is to develop an extensive and critical understanding about contemporary Maya. Themes include their multiple and heterogeneous cultures, communities, and histories; political organizations and relations to other communities; economic structure and positions within encompassing economies of regional, national, and international scope; cultural survival; religious pluralisms and ritual. Prerequisite: Sociology and Anthropology 110 or any anthropology course. (Meets GEC Cultural Diversity Requirement.)

252 Race, Love, and Conquest
This course will explore the connections among race, gender, sex, and class through the idea of love. We will examine how love, between the cross-categories of race, class, sex, and age, is fraught with ambivalence and danger. Through postcolonial and feminist theories, we will learn about power relationships that support and solidify power hierarchies and represent the naturalness of certain Euro-, male-, and bourgeois-centric desires and domination. We are concerned with both love stories and stories of tabooed love that result in failures, affairs and insinuated love. We will discuss how ideologies of love are used to effect certain kinds of relationships within colonial and post-colonial power dynamics. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

261 Cultural Anthropology
An introduction to cultural and social anthropology that integrates theoretical rationales with ethnographic accounts of societies in various parts of the world. Explores major trends in the history of the discipline through selected topics including the concepts of society and culture, racial theories, ethnographic method, structural/functional analyses of socio-religious, socio-political, and socio-economic systems, and the role of anthropology in social activism. Prerequisite: Sociology and Anthropology 110 for freshmen and sophomores. (Meets GEC Cultural Diversity Requirement.)

271 Technology and Human Values
Conditions and processes of industrialization in the Western world; problems related to economic development in emerging nations; impact of industry on lifeways of modern humans. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

273 Chinese and Japanese Religion in Practice
The religious orthodoxy of Chinese and Japanese religions is even more disparate from their practice than comparable religions in the West. This course will provide a sociological and anthropological view of the practice of Chinese and Japanese religions in mainland China, Taiwan, and Japan as practiced in the past and present. Analyses will include practices of the major Chinese religions (Buddhism, Confucianism, and Daoism), fold religious practices (ancestor worship, sorcery, and appeasing ghosts), and relatively new religious influences such as Islam and various branches of Christianity. (Meets GEC Cultural Diversity Requirement.)

275 History of Social Thought
This course will examine some of the classical sources of social thought both in the East and the West. Texts by Plato, Aristotle, St. Augustine, Aquinas, Alfarabi, Confucius, authors of the Vedas, Machiavelli, Hobbes, and Rousseau will be examined for the seeds of questions that were later to grow into the thicket of sociological problematics. Extensive weekly readings of original sources will be the basis of class discussions. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

280 Gender, Culture, and Society
Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the twentieth century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

281 Gender Issues in China and Taiwan
We will cover a wide range of gender issues in Chinese culture in both mainland China and Taiwan. The course will begin by addressing

roles of women and men in traditional China, trace changes in women's and men's roles in the 1970s and 1980s, and conclude by looking at gender issues in the 1990s and beyond. The class will consist of lectures and discussions, supplemented with films.

285 Social Structure and Culture through Film
This course combines a historical survey of narrative films and an overview of international schools of filmmaking and couches them in a sociological framework. The questions of treatment of the other (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, and utopias and distopias portrayed in science fiction movies will be addressed. Prerequisite: Sociology and Anthropology 110. Required: an additional weekly lab session for viewing movies. (Meets GEC Cultural Diversity Requirement.)

290 Social Problems and Social Policy
The course tracks the institution of social problems in the United States through a practical and theoretical understanding of how we identify social problems, social movements that grow out of these problems, and policies and programs developed to deal with these problems. It examines the meaning of social service, including theoretical interpretations, historical perspectives, and social perspectives. Emphasis is on current social services. The course includes field trips and discussion of services in fields such as mental health, physical health, housing, education, public aid, and employment. Prerequisite: Sociology and Anthropology 110.

310 Social Research: Design
Ethical (moral) and political (power) considerations regarding social research; logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; major forms of design; the research proposal. Recommended for junior year. Prerequisite: Sociology and Anthropology 110; Corequisite: Sociology and Anthropology 210 with a GPA of 2.00 or better.

320 Social Research: Techniques
Application of research skills in carrying out an actual research project. Data analysis techniques including multivariate analysis and social science computer skills using the SPSS program. Prerequisite: Sociology and Anthropology 310 with a grade of C or better.

321 "Our Americas"
At the end of the nineteenth century, Cuban intellectual Jose Marti wrote "Our America" in which he sought to define the nature of Latin American identity, belonging, and community in relation to the Anglo-America of the United States. This course begins with his ideas to explore contesting visions and understandings of the Americas. Central themes include mestizaje and hybridity; politics of cultural identity; race, class, and gender in relation to community histories of religious struggles and "syncretism"; popular and high cultures; social movements; transculturation and Latin American modernities; and nation-building and transnationalism. Prerequisite: a previous 200-level Latin American Studies course. (Meets GEC Cultural Diversity Requirement.)

380 Political Sociology
Analysis of political structure and processes in varying types of societies including traditional preindustrial, developing, and modern societies. Theories of Hegel, Lukacs, Spencer, Weber, and Arendt on the evolution of the state and critiques of authoritarian, totalitarian, and democratic political systems. Social bases of the distribution of power and political participation. Prerequisite: Sociology and Anthropology 110.

385 Intellectuals and Society
What is the role of intellectuals and the intelligentsia in the classical, medieval, and modern Occident? What characterizes people of knowledge in these and non-Western civilizations? A cross-cultural comparison of the development of intellectual elites in various arenas including Asia, the Islamic World, and eastern and western European and American cultures. Prerequisite: Sociology and Anthropology 110.

451 Internship

453 Tutorial

454 Research, Independent Study

480 Senior Seminar: Social Explanation and Theory
Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; contexts of explanation and problems of systematic theory construction in social science. Prerequisites: Sociology and Anthropology 110 and 210.

490 Senior Thesis

Sociology and Anthropology Courses Offered Less Frequently

107 Rebellion and Revolution: Collective Behavior and Social Movements
Social movements are established ways of challenging existing patterns of social life. Social action also occurs in less structured ways, e.g., lynch mobs and riots. This course will examine both forms of social action as well as definitions, types, theories, tactics, and the life course of various forms of collective behavior and social movements.

108 Utopias: Social Solutions to Social Problems
How might one imagine, or construct, a perfect society? This course examines the utopian vision of thinkers in various historical periods and their attempts to realize utopian communities on earth. Attention is given to ideal communities in America and to the actual conditions of their success or failure. The culminating experience in the course involves identifying and seeking solutions for social problems that make our society less than utopian.

114 Chicago Sociology
Classic, early, and contemporary studies of Chicago supplemented by visits to the neighborhoods examined in these investigations. Special focus on issues of gender, race, ethnicity, and social class.

170 Contemporary Social Issues
How do social conditions and trends come to be identified as "problems"? What are the implications of defining something (or some group) as a "problem"? This course examines recognized social issues including colonialism, social inequality, race, racism and poverty, alienation, and technological advances that are altering the occupational structure of our society.

213 Topics in Race and Class
This course will focus on the social consequences of race and class in the United States, using Chicago as a laboratory for first-hand observation. What inequalities of ethnicity, race, occupation and income exist, and how are they perpetuated? Prerequisite: Sociology and Anthropology 110.

217 Sociology of Work
The meaning of work, with emphasis on sociological concepts such as stratification, power, quality of life, and organization in the social world. Focus will be both on cross-cultural comparisons of the social definition of work and on the organization of work in the United States including types of occupations, power distribution within occupations, and changes in the workforce. Participant-observer studies will provide comparisons of the work worlds of pink-, blue-, and white-collar workers. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

220 Sociology of Sport
Sport will be analyzed as a distinctive social institution that serves to teach and reinforce social norms and values. Topics to be covered include gender roles/stereotypes and sports, the relationship of sports and class inequality and racism, sports and militarism, exploitation of athletes, and cross-cultural analysis of the role of sports in selected societies including Brazil, Japan, and Africa. Prerequisite: Sociology and Anthropology 110.

221 Peoples and Cultures of Modern Africa
Introduction to contemporary rural and urban society in sub-Saharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis will be on problems of rural development, rural-urban migration, and structural changes of economic, political, and social formations in the various new nations. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

223 Social Foundations of Education
A study of social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical-social changes and changes in educational practices. Schools are examined as institutions that influence the social as well as the academic develop-

ment of American youth. Prerequisite: Sociology and Anthropology 110 or Education 210 for first-year students and sophomores. (Cross-listed as Education 222.)

251 Cultural Ecology
This course is an exploration of human adaptations to the natural setting including an analysis of global issues: the use and depletion of natural resources, past and present; limits to growth and productivity; population pressures and the politics related to food supply. Comparative studies form the basis for the evaluation of current theory related to the interaction between people and their environment. Prerequisite: Sociology and Anthropology 110: (Meets GEC Cultural Diversity Requirement.)

260 Social Psychology
The relationship between symbolic activity (language) and social behavior; socialization and the development of self; conformity and deviance in human behavior; dynamic and structural aspects of interaction in small human groups. Prerequisite: Sociology and Anthropology 110.

330 Urbanization
The growth of urban areas, their meaning to the modern world, and the impact of urbanization on social life. Readings will focus on the United States with a "laboratory" of a local city for purposes of comparison and practical application of ideas—rates of urbanization, types of urbanization, history of urbanization, and the social meaning of urbanization. Included will be the impact of urbanization on the family, social organization, the world of work and leisure. Prerequisite: Sociology and Anthropology 110. (Meets GEC Cultural Diversity Requirement.)

370 Social Inequality
A comparative study of various forms of social inequality. Analysis of inequality (e.g., sex, age, education, competence, wealth, power) in different forms of social organization from small, intimate groups to large-scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: Sociology and Anthropology 110.

THEATER

Lecturer Dennis Mae
Design. Communications. Theater Studies.

Claudia Allen
Playwrighting.

Rebecca Gilman
Playwright-in-Residence.

Jennifer Lowe
Acting. Performance Studies.

Janice Pytel
History.

Maggie Speer
Advanced Acting. Directing.

A wide variety of classic, contemporary, and original productions are presented in the Allan Carr Theater in Hixon Hall. This unique and intimate showcase for performing arts adapts to proscenium, arena, thrust, and experimental staging configurations. A center for campus theater activity, Hixon Hall provides a home for the Garrick Players productions, studio performances, classroom labs, professional shows, and workshops.

The season of productions—open to all students—is managed and staffed by the Garrick Players, an extracurricular student organization. Experience in all aspects of theater is offered: acting, directing, playwrighting, design, costuming, lighting, stagecraft, and publicity.

The theater program provides professionally taught workshops in addition to the courses in theater. Creative project credit is available for in-depth, specialized study in directing, playwrighting, design, stage management, advanced acting projects, etc. Credit is available through internships with local professional theaters, and students may also enroll in a full range of theater and dance courses at neighboring Barat College through cross-registration.

In addition, there is a local chapter of Alpha Psi Omega, the national dramatics honorary fraternity. It serves to honor scholastically outstanding students who have shown superior accomplishment in dramatic arts at Lake Forest College.

THEATER MINOR

(No major is currently available.)
Six courses are required for a minor in theater.
At least two courses from the following:
Theater 120 or Theater 220; Theater 210; Theater 250.

Four courses from the following:
Theater 105; Theater 240; Theater 230; Theater 231; Theater 242/English 242; Theater 260; Theater 310; Theater 320.

Internship in theater.

Creative project in theater (including up to two credits accepted toward a minor in theater via production participation).

105 American Musical Theater in Past and Present
A study of representative musical comedies, operettas, and related works, that will provide topics for papers by students. Emphasis will be placed on relationship to political, social and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are *Show Boat, Oklahoma!, South Pacific, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in the Park with George*, and others. (Cross-listed as Music 105.)

120 Acting: Creating a Character
An introduction to acting for the stage. Particular emphasis on key components in the creation of character: physical presence, vocal range, and emotional truth. In addition, students will attend performances in Chicago and on campus in order to learn how to talk and write about acting. Numerous scenes and onstage exercises lead to final acting projects.

210 Communicating through Design: From Page to Stage
This course is an introduction to the processes and principles of design. It covers the development of a design concept through script reading and analysis; the discussion and analysis of professional set, costume, lighting, and sound designs; training in basic drafting skills; and lecture information on theater technology and terminology. Several design projects are coupled with text readings and hands-on shop work with both power and hand tools, lighting instruments, and sound and lighting control systems.

220 Fundamentals of Acting
The basic Stanislavski acting method is studied and practiced through interpretive and physical exercises, monologues, and scenes. The work culminates in final scene projects.

230 Theater History: Greeks to Shakespeare
History of the theater, from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London. Emphasis placed on the acting styles, production techniques, stage and auditorium architecture, and socio-political milieu that formed the foundation of the theater of each culture and period.

231 Theater History: Molière to Ibsen
History of the theater, from the comedies of Molière to the beginning of twentieth-century realism in the productions of Ibsen and Chekhov. Exploration of public versus private theater, conventions of acting and stagecraft practices, and cultural trends that influenced each period's theater.

240 Theater in Chicago
Investigation and discussion of both classic and modern plays through attending performances at a wide variety of Chicagoland theaters ranging from small ethnic companies to the world-famous Goodman and Steppenwolf theaters. Reading and analysis of selected plays are coupled with group discussion of critics and the critiquing process and written critiques of productions attended.

242 Creative Writing: Playwrighting and Screenplay Writing
A beginning course in the craft of dramatic writing. Problems of writing for stage and screen will be studied. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample. (Cross-listed as English 242.)

250 Directing
An introduction to directing for the stage. Students learn the fundamental principles of stage direction through a series of in-class exercises and then apply them to scenes taken from major dramas. Emphasis is on directing projects and production research.

260 Oral Communication: Voice Production
Theory and practice of oral communication; voice production and breathing techniques; articulation drills; development of effective delivery, presentation techniques, confidence-building exercises, and public speaking practice; communication skills for business, the creative arts, and professions.

320 Advanced Acting
An advanced study of period acting styles. Emphasis is on scene study and performance of works from the classical canon: Greek, French Neoclassical, Shakespearean/Jacobean, eighteenth/nineteenth-century, and modern non-realistic plays are used. Prerequisite: Theater 120 or 220 or permission of the instructor.

Theater Course Offered Less Frequently

310 Advanced Design
A lab-oriented study of advanced problems in scene, lighting, and costume design including multiple-setting shows and period classics. Emphasis is on visual research and student design projects. Prerequisite: Theater 210 or permission of the instructor.

WOMEN'S AND GENDER STUDIES

Professor Steven Rosswurm

Associate Professor Nancy Brekke

Associate Professor Siobhan Moroney

Associate Professor Christopher Reed (Chairperson)

WOMEN'S AND GENDER STUDIES MINOR

(No major is currently available.)
An interdisciplinary minor may be undertaken. Under the guidance of an advisor in this minor, students will develop a program comprising at least six courses, to include Women and Gender Studies 252, three from the following Core Courses, an internship or research project, and one more elective.

Core Courses:
Women's and Gender Studies 252
(Introduction to Women's and Gender Studies)

Art 325
(Women, Art, and Society)

English 225
(Women and Literature)

History 271
(Women in Modern History: Europe and America)

Philosophy 200
(Philosophy and Gender)

Psychology 340
(Psychology of Women and Men)

Sociology and Anthropology 280
(Sociology of Gender)

Additional courses in the curriculum pertaining to Women's Studies include:
Art 326
(Gender, Identity, and Modern Art)

Economics 420
(Labor in the American Economy)

English 218
(Blues Women in African American Literature)

English 307
(Women Writers: Austen, Wharton, Woolf)

English 351
(Junior Colloquium: Gender and Literature)

English 403
(Emily Dickinson)

French 401
(Special Studies: The Role of Women in African Literature of French Expression)

History 347
(Topics in Gender and History: The Body and Western Civilization)

Philosophy 303
(Gender and Character)

Politics 318
(Topics in Comparative Politics: Women in the Third World)

Politics 355
(Family Structure and Political Theory)

Psychology 210
(Developmental Psychology: Childhood and Adolescence)

Psychology 211
(Adulthood and Aging)

Religion 275
(Female Religious Images in the West)

Religion 276
(Female Religious Images in Asia)

Sociology and Anthropology 240
(Deviance)

Sociology and Anthropology 281
(Gender Issues in China and Taiwan)

252 Introduction to Women's and Gender Studies
This course is an introduction to the field of women's studies with an emphasis on literary texts studied in connection with ideas about gender in other disciplines, including science and social science. (Cross-listed as English 270. Meets GEC Cultural Diversity Requirement.)

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Target Corporation

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Baxter International

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Executive Director, Illinois Arts Council

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The Smithsonian Institution

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President, Greene & Associates

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Lake Forest, Illinois

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Chairman, President, & CEO,
Quaker Oats Company

Dennis R. Nyren '72 (1995)
Principal, LaSalle Realty & Mortgage Company

Ex Officio

Rhett W. Butler (1999)
President, Lake Forest Graduate School of Management

Earl J. Barnes II '86 (2000)
President, Lake Forest College Alumni Association

Catherine F. Farley (2000)
President, Lake Forest College Women' s Board

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Lake Forest, Illinois

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The Kinship Capital Corporation

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President, Maurice F. Dunne, Ltd.

Francis C. Farwell II (1958-1989)
William Blair & Company

James P. Gorter (1971-1997)
Green Bay Management Company

Arthur G. Hailand, Jr. (1968-1984)
Director (ret.), Bank One Illinois Corporation

Margaret S. Hart (1979-1990)
Lake Forest, Illinois

Betty Jane Hollender '42 (1974-1985)
Nashville, Tennessee

Robert M. James (1979-1987)
Lake Forest Graduate School of Management (ret.)

Laurence R. Lee (1991-1999)
Senior Vice President, Administration & Corporate Secretary (ret.), Abbott Laboratories

Paula P. Lillard (1991-1999)
Head, Forest Bluff School

Mary Longbrake '35 (1969-1978)
Vice President (ret.), The Northern Trust Company

James A. Lovell, Jr. (1983-1991, 1992-1995)
President, Lovell Communications

Jean W. Mohr '52 (1980-1996)
Lake Forest, Illinois

Marian P. Pawlick (1987-1997)
Lake Bluff, Illinois

Charlotte H. Simmons (1973-1985)
Lake Forest, Illinois

Virginia B. Sonnenschein (1987-1996)
House of Travel, Inc.

Frank L. Spreyer '35 (1961-1969, 1970-1979)
Executive Vice President (ret.), Jewel Food Stores

James D. Vail III (1986-1994, 1997-1985)
Manager, Public Affairs Operations (ret.),
American Hospital Supply Corporation

Florence F. Wheeler (1984-1992)
Lake Forest, Illinois

THE FACULTY

Stephen D. Schutt (2001)
B.A., Earlham College; M.A., University of London (England); J.D., University of Pennsylvania Law School;
President of the College

Faculty Emeriti

Eugene Hotchkiss (1970-1993)
A.B., Dartmouth College; Ph.D., Cornell University; LL.D., Illinois College; LL.D., Lake Forest College; *President, Emeritus*

Donald E. Bartlett (1958-1979)
B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University; *William R. Bross Professor of Religion, Emeritus*

Kenneth C. Bennett, Jr. (1961-1992)
B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University; *Professor of English, Emeritus*

Ann D. Bowen (1952-1986)
Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University; *Professor of Music, Emerita*

Lowell A. Carmony (1981)
B.A., Indiana University; M.S., University of California (Berkeley); Ph.D., Southern Illinois University; *Professor of Mathematics and Computer Science*

Dan P. Cole (1965-1994)
A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University; *William R. Bross Professor of Religion, Emeritus*

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B.A., Douglass College; M.A., Indiana University; Ph.D., Yale University; *Hotchkiss Presidential Professor of English, Emerita*

Michael Benet Croydon (1968-1995)
Associate, Royal College of Art (London); *Professor of Art, Emeritus*

Esther DeMerritt (1959-1979)
Grinnell College; *Associate Director of Admissions, Emerita*

Bailey L. Donnally (1961-1995)
B.S., M.S., Auburn University; Ph.D., University of Minnesota; *Distinguished Service Professor of Physics, Emeritus*

Arlene Eskilson (1972)
B.A., M.A., Roosevelt University; Ph.D., University of Illinois (Chicago); *Professor of Sociology and Anthropology*

Roger J. Faber (1965-1996)
B.S., Calvin College; Ph.D., Michigan State University; *Jacob Beidler Professor of Physics, Emeritus*

Ronald H. Forgus (1958-1993)
B.Sc., M.Sc., McGill University; Ph.D., Cornell University; *Professor of Psychology, Emeritus*

Frederic A. Giere (1962-1988)
B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico; *Professor of Biology, Emeritus*

Gertrude Grisham (1976-1991)
Absolutorium, University of Vienna; M.A., Ph.D., Northwestern University; *Director of the Writing Center and Lecturer, Emerita*

Rosemary D. Hale (1946-1984)
A.B., Mount Holyoke College; M.A., American University; *James D. Vail Professor of Economics, Emerita*

Forest W. Hansen (1963-1993)
A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University; *Professor of Philosophy, Emeritus*

Ann Louise Hentz (1956-1986)
B.A., University of Rochester; M.A., Ph.D., The Ohio State University; *Professor of English, Emerita*

Tung Hon Jeong (1963-1997)
B.A., Yale College; Ph.D., University of Minnesota; *Professor of Physics, Emeritus*

Frank E. Kirby (1963-1993)
B.A., Colorado College; Ph.D., Yale University; *Professor of Music, Emeritus*

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Phylis M. Frankel (1968)
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Victor A. Matheson (1997)
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B.A., M.A., Ph.L., S.T.L., St. Louis University; Ph.D., Northwestern University; *William R. Bross Associate Professor of Religion; Chairperson of Religion Department; Coordinator of Interfaith Ministry*

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Dates in parentheses indicate year of original appointment to the faculty and length of service.

PRESIDENTIAL STAFF

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President

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Provost and Dean of the Faculty

Elizabeth W. Fischer
Dean of the College

Leslie T. Chapman
Vice President for Business Affairs

Vice President for Alumni and Development

Daniel López
Director of Intercultural Affairs, Associate Dean of the College

William G. Motzer, Jr.
Director of Admissions

Jacqueline A. Slaats
Athletic Director, Women's Basketball Coach

George L. Speros
Associate Provost and Associate Dean of the Faculty, Director of Summer School, Director of International Studies

Ingrid H. Speros
Executive Assistant to the President

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John J. Halsey (acting), 1896-1897
James G. K. McClure, 1897-1901
Richard Davenport Harlan, 1901-1906
John J. Halsey (acting), 1906-1907
John Scholte Nollen, 1907-1917
Henry W. Wright (acting), 1917-1920
Herbert McComb Moore, 1920-1942
Ernest A. Johnson, 1942-1959
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Eugene Hotchkiss, 1970-1993
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Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a male student. 2000-01 Recipient: Eric Urban

Grace Updegraff Bergen Scholarship
Established by Dr. and Mrs. Edward A. Mohns in memory of her mother, Grace Updegraff Bergen, and augmented by the Mohns' daughter and son-in-law, Mr. and Mrs. Laurance R. Hoagland, Jr., to assist a student heading toward the Christian ministry or majoring in music. 2000-01 Recipient: Katherine Siebert

Richard and Betty Laing Bergman Scholarship
Established by Richard Bergman and Betty Laing Bergman '47 to assist students majoring in the social sciences who display academic excellence. 2000-01 Recipient: Alexia Branch

The Bockhoff Scholarship
Established by Mr. and Mrs. L. Barrie Hunt, in honor of Erma Bockhoff Hunt '15, Camilla Bockhoff Dunn '09, and Mary Bockhoff McCrea '07, to assist a student in the humanities who shows special academic promise. 2000-01 Recipient: Matthew Ignoffo

Joseph M. Brickman Scholarship
Established by Mrs. Frances Brickman in memory of her husband, Joseph Brickman, to assist an outstanding student. 2000-01 Recipient: Jason Holton

Harold Frederick Bright and Elizabeth Korhumel Bright Scholarship
Originally established by Dr. Harold Bright '37 in memory of his wife, Elizabeth Korhumel Bright '37, to assist students majoring in history or politics. 2000-01 Recipient: Ashley Moats

Gardner Brown Scholarship
Established by Gardner Brown to assist two outstanding students from middle-income families. 2000-01 Recipients: Matthew Ignoffo, Luke Eimerman

Burlington Northern Santa Fe Scholarship
Established in 1992 by the Santa Fe Pacific Foundation and its chairman, Mr. Robert Krebs, to provide scholarship assistance to undergraduate students with demonstrated need, with preference given to dependents of Corporation employees and employees of its subsidiaries. 2000-01 Recipient: Ethan Howe

Edward Chappell Memorial Scholarship
Established by Mrs. Edward Chappell in memory of her husband, an alumnus of the class of 1909. 2000-01 Recipient: Ryan Paulsen

The Class of 1935 Scholarship Fund
Established by gifts from the members of the Class of 1935 in honor of the 50th and 55th anniversaries of their graduation from the College. 2000-01 Recipients: Joseph Gatlin, Gwen Tenney

The Class of 1937 Scholarship Fund
Established by gifts from the members of the Class of 1937 in honor of the 50th anniversary of their graduation from the College. 2000-01 Recipient: Ann Serdynski

Marilyn Ort Creadick Scholarship
Established by Robert Creadick in memory of his wife to assist an outstanding student, with preference given to a female from Indiana. 2000-01 Recipient: Masimba Rusununguko

Leslie M. Dohr Scholarship
Established through a gift from Leslie M. Dohr '35 and his wife, Lydia Dohr, to provide scholarship assistance for students with demonstrated financial need, with preference given to students who participate in College athletics. 2000-01 Recipient: Amanda Taylor

Granger Farwell Scholarship
Established by the Granger Farwell Trust Fund to aid four financially deserving students. 2000-01 Recipients: Anthony Andros, Kara Ellerby

William Harrison Fetridge Scholarship
Established by Mrs. William H. Fetridge in memory of her husband, a former trustee of Lake Forest College; and to honor her son, Clark Fetridge 69, to provide assistance for students majoring in history or business with demonstrated financial need. 2000-01 Recipient: Trina Banick

Joseph B. Fleming Scholarship
Established by Joseph B. Fleming and the Robert R. McCormick Charitable Trust to assist an outstanding student. 2000-01 Recipient: Emily Urban

Scott Fossel Scholarship
Established in 1992 to assist a sophomore or junior who has displayed leadership and commitment through excellence in academic and extracurricular activities as Mr. Fossel '75 demonstrated as a student. 2000-01 Recipients: Joseph Zemaitis, Derrick Tireron

Lila B. Frank Scholarship
Established by Mr. Curtiss E. Frank, in honor of his wife, to assist a male student who demonstrates potential leadership in public affairs. 2000-01 Recipient: Christopher Durso

Nellie V. Freeman Scholarship
Established by Mrs. Nellie V. Freeman to assist a student in need of financial aid with preference given to students of the Presbyterian faith. 2000-01 Recipient: Brooke Shelton

Milwaukee Foundation's Sig and Mary Gissler Scholarship
Established by Sigvard Gissler '56 and Mary Gissler to assist students from the Milwaukee area and Wisconsin in need of financial aid. 2000-01 Recipient: Catherine Brummond

Grew Scholars
One full-tuition scholarship may be awarded annually to a Japanese student nominated to Lake Forest College by the Grew Foundation of Japan. 2000-01 Recipients: Ka Yoko Sato, Sayaka Tsukahara

Walter F. Hargraves '33 Scholarship
Established through a gift from the estate of Mr. Hargraves, Class of 1933, to provide financial support such as he received, which would allow a motivated young man the opportunity to be educated and enjoy a successful career and family life.

William Randolph Hearst Scholarship
Established by the Hearst Foundation to assist minority students. 2000-01 Recipients: Aja Lystila, Ngawang Lobsang

Carl W. Hellberg Scholarship
Established by Mr. Carl Hellberg '17 to assist an outstanding student who is a graduate of Elgin High School. 2000-01 Recipient: Danielle Sorenson

H. Murray Herlihy Scholarship
Established to assist a deserving student majoring in economics. 2000-01 Recipient: Clayton Stallbaumer

Robert Hixon Memorial Scholarship
Established by Mrs. Robert Hixon, in memory of her husband, to assist a male student of high academic ability and good moral character, with preference given to science majors. 2000-01 Recipient: Brandon Johnson

Betty Jane Hollender Scholarship
Established by Betty Jane Schultz Hollender '42 to assist an outstanding student. 2000-01 Recipient: Lark Mills

Jack Hyder Scholarship
Established by Mrs. Etta Bass Hyder in memory of her son, who attended Lake Forest College. This scholarship is to be awarded to a student or students of the Alpha Chi Chapter of the Kappa Sigma Fraternity. 2000-01 Recipient: Rather Stanton

Ralph and Florence Jones Scholarship
Established by Mr. and Mrs. Ralph Jones to assist a student who demonstrates financial need, with preference given to a student who participates in intercollegiate athletics. 2000-01 Recipient: Alison Grubbs

Enid M. Karch Scholarship
Established by Robert and Lois Conway, in honor of Mrs. Conway's mother, to assist an outstanding student whose home is outside Illinois, Indiana, Michigan, Ohio, and Wisconsin. 2000-01 Recipient: Natalie Ford

Louis A. Keller Scholarship
Established in honor of Professor Keller by Mr. John Reuss '45 and other alumni of the College to assist a Lake Forest College student. First preference is given to a Waukesha County, Wisconsin, high school graduate. 2000-01 Recipient: Angela Oakley

Anthony R. and Evelyn F. Kelly Scholarship
Established by Anthony R. Kelly '29 and his wife, Evelyn F. Kelly, to assist deserving students with basic financial need other than tuition. 2000-01 Recipient: Brooke Adler

Kraft Scholarship for Minority Students
Established by the Kraft Foundation of Kraft General Foods to assist a minority student. 2000-01 Recipients: Jason Holton, April White

John H. and Margaret Veeck Krehbiel Presidential Scholarship
Established by John '59 and Posy '60 Krehbiel and Fred '63 and Kay Krehbiel to honor the memory of the senior Krehbiels by providing assistance to four outstanding students with demonstrated financial need who have GPAs of at least 3.75 and are in the top 10% of their high school class. 2000-01 Recipients: Jennifer Anderson, Rachel Bush, Vera Feistel, Lucas Scarpati

McGaw Scholars
Established by the Foster McGaw Educational Foundation to assist upper-level students with demonstrated leadership abilities and excellent academic achievements. 2000-01 Recipients: Christopher Durson, Laura Lyons

Mary and Foster McGaw Scholarship
Established by Mary and Foster McGaw to provide financial assistance for students selected at the discretion of the College based on financial need. 2000-01 Recipients: Gina Gabrielse, Elizabeth Morby, Jaime Madison

Robert M. '41 and Virginia O. McKenna Scholarship
Established by the McKennas to provide scholarship assistance, with preference given to student athletes. 2000-01 Recipient: Matthew Bookter

W. R. Meadows Scholarship
Established by Mr. and Mrs. Harry G. Meadows '44 (Ruth C. Anderson '46) in honor of Mr. Meadows's father, William '18, to assist a Lake Forest College student. 2000-01 Recipient: Nell Nicholson

Jean and Frank Mohr Scholarship
Established by Jean Whyte Mohr '52 and Frank T. Mohr, Jr. '52 to assist two outstanding students who are either social science or humanities majors and who demonstrate social consciousness. 2000-01 Recipients: Jean Andersen, Julia O'Connor

Miriam Douglass Moore Scholarship
Established by a bequest from LaVina Moore '57, in memory of her mother, to assist worthy students studying writing and literature. 2000-01 Recipient: Kate Murphy

Raymond Moore Scholarship
Established by a bequest from Mr. Raymond Moore to assist students attending Lake Forest College, with preference given to graduates of Lake Forest High School. 2000-01 Recipient: Natacha von Will

Fred Nitz Scholarship Fund
Established by Anna Colette McIntyre, in honor of her foster father, to assist students who demonstrate need, with preference given to students from St. Peter's Lutheran Church in Joliet, IL, and students from Joliet, IL. 2000-01 Recipient: Valerie Ward

Northern Trust Bank/Lake Forest Scholarship
Established by Northern Trust Bank/Lake Forest to assist an outstanding male and an outstanding female Lake Forest College student. 2000-01 Recipients: C. Steven Halle, Jaime Irons

Nancy Evans Olson Scholarship
Established by Chester and Rhoda Gray Evans in memory of their daughter Nancy Evans Olson, a 1961 graduate of Lake Forest College. 2000-01 Recipient: Stephanie Reinboldt

Herbert D. Peterson, Jr., Memorial Scholarship Fund
Established by Mr. and Mrs. Herbert Peterson in memory of their son, Herbert, Jr. '50, to assist a Lake Forest College student. 2000-01 Recipient: Rebecca Lopez

Quaker Oats Scholarship
Established by Robert S. Morrison, trustee, and the Quaker Oats Company, to provide assistance for students with demonstrated financial need with preference given to minority students interested in the sciences and food preparation, or communications majors interested in management. 2000-01 Recipient: Kanwal Shakeel

Mr. and Mrs. Louis H. Rose Scholarship
Established by gifts from Chicago-area newspaper distributors to honor Mr. and Mrs. Rose on their 50th wedding anniversary. Preference given to a student who has demonstrated financial need and has worked in newspaper circulation activities. 2000-01 Recipient: Erica D'Angelo

Harry Porett (1927) Scholarship Fund
2000-01 Recipient: Sarah Klerk

Gottlieb Schaffer Memorial Fund
Established by Mr. Otto G. Schaffer '13 to assist an outstanding Lake Forest College student. 2000-01 Recipient: Arden Myer

G. Dale Smith and Ruth Peterson Smith Scholarship for Study Abroad
Established through a gift of G. Dale Smith '37 and Ruth Peterson Smith to provide assistance for students with demonstrated financial need who are participating in a College-approved off-campus international study program. 2000-01 Recipients: Lark Mills, Arden Myer, Estaban Velasquez, April White

Wilma W. Spreyer Scholarship
Established by Mr. Frank Spreyer '35, in memory of Mrs. Wilma Westerman Spreyer '35, to assist a student who demonstrates financial need, with preference given to a minority woman. 2000-01 Recipient: Arnetta Johnson

Truman Scholarship
Established by Mr. Roswell Truman to assist students who demonstrate financial need, with preference to those residing in the United States east of the Ohio River. 2000-01 Recipient: Gwendolyn Fiske

Charles D. Turgrimson Scholarship
Established by Mr. Charles D. Turgrimson '31 to provide scholarship assistance for students with demonstrated financial need. 2000-01 Recipient: Keith Vassall

John P. Wade Scholarship
Established by a bequest from John P. Wade '37 to assist Lake Forest College students. 2000-01 Recipient: Joanna Ortynska

Robert E. Wallenborn '27 Scholarship
Established by a bequest from Robert E. Wallenborn '27 to assist a student with demonstrated financial need who is studying music. 2000-01 Recipient: Parker Brown

William and Cecilia Wetzel Scholarship
Established during the 1983-84 academic year by the estate of Dr. Rita J. Wetzel '49, in honor of her parents, to assist a Lake Forest College student. 2000-01 Recipient: Adriana Wojcik

Jean and Richard Widmark '38, '36 Scholarship
Established by the Jean and Richard Widmark Foundation to provide assistance to students with demonstrated financial need with preference given to theater majors or Garrick Player participants. 2000-01 Recipient: Greta Hill

J. Howard and Barbara M. J. Wood Scholarship
Established in 1995 by Mrs. J. Howard Wood in memory of her husband, an alumnus of the class of 1922 and trustee of the College, this scholarship gives preference to students whose major area of study is music with a particular interest in the study of piano. 2000-01 Recipient: Katherine Quigley

Ruth Hendrickson Wood Science Scholarship
Established by Mr. J. Howard Wood '22 in memory of his wife, who was in the class of 1921, to assist a woman majoring in one of the sciences or mathematics. 2000-01 Recipient: Riley Aumiller

Blanche Young Scholarship
Established by a bequest from Blanche Young Oldham '15 to assist a student majoring in the general field of communications. 2000-01 Recipient: Laurent Burkhalter

Irvin L. Young Scholarship
Established by Mr. Irvin L. Young '26, and supported by the Irvin L. Young Foundation, to assist students who demonstrate financial need, with preference given to those students who are children of Protestant ministers or persons engaged in social work. 2000-01 Recipient: Deena Hartley

Leo and Berenyce M. Zanier Scholarship
Established by Leo '35 and "B" Zanier to provide scholarships to deserving students who could not otherwise afford to attend the College. 2000-01 Recipient: Helen Charharbakshi

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